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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)  
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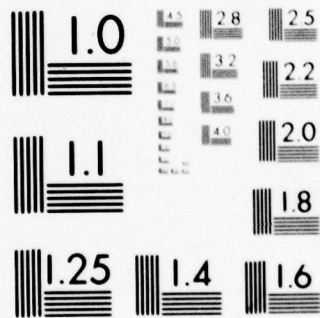
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# METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA



VOLUME X

91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN)

A073 720  
vol 9

A study conducted under contract number  
DAAG39-77-C-0197

for

The Defense Language Institute Foreign Language Center

May 1979

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DEVELOPMENT & EVALUATION ASSOCIATES, INC.



Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

79 09 11 038

14 77-106-03-VOL-10

Report A005-WU 35114

2

6 METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA.

VOLUME X 91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN).

Contract Monitor

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SEP 13 1979  
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15 DAAG39-77-C-0197

12 116 p.

Development & Evaluation Associates, Inc.  
Syracuse, New York

11 25 May 1979

9 FINAL REPORT OF RECOMMENDATIONS

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER A005 - WU 35114 (X) <i>AD73720</i>	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Method for Determining Language Training Objectives and Criteria: Final Report of Recommendations, Vol X: 91B Medical Specialist Forces (Russian)		5. TYPE OF REPORT & PERIOD COVERED Final Report of Recommendations May 1979
7. AUTHOR(s) Nicholas Karateew; Clem Chow, Betty Feng, Ann Birdseye Reeves, Hubert H. Setzler, Jr., Judith Trabert		6. PERFORMING ORG. REPORT NUMBER 77-106-03 (X)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Development & Evaluation Associates, Inc., Midtown Plaza, 700 East Water Street Syracuse, New York 13210		8. CONTRACT OR GRANT NUMBER(s) DAAG39-77-C-0197
11. CONTROLLING OFFICE NAME AND ADDRESS Department of the Army Harry Diamond Laboratories 2800 Powder Mill Rd., Adelphi, MD 20783		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS DLI Work Unit 35114
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Defense Language Institute Foreign Language Center Presidio of Monterey, CA 93940 Project Monitor: F. A. Cartier		12. REPORT DATE May 1979
		13. NUMBER OF PAGES 112
		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)  Distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) 91B Medical Specialist Special Forces; Russian; Terminal Skill Objectives; Mapping Sheets; Enabling Objectives		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This volume presents the Terminal Skill Objectives, Mapping Sheets, and Enabling Objectives for the MOS 91B Special Forces as performed in the Russian language.		

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## 91B MEDICAL SPECIALIST

The Special Forces 91B Medical Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

### Language Requirements

The Special Forces 91B Medical Specialist uses language in face-to-face conversation for basic survival, social intercourse, instructing, and conducting sick call. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount. As an instructor, the Medical Specialist must train members of the G Force in a number of medical tasks. In the role of advisor/doctor, the Medical Specialist conducts sick call.

### Communicative Tasks

The priority job tasks requiring language are instructing G Force medical personnel in the life-saving steps, making an emergency airway, treating shock, bandaging and splinting, treating fractures, and conducting sick call. These job tasks use two communicative activities: "INTERVIEWS" and "DEMONSTRATES".

"INTERVIEWS" is the communicative activity used to conduct sick call. In the case of the Medical Specialist, the strategy for this medical "INTERVIEW" has been worked out in detail. Therefore, the Enabling Objectives (EOs) are placed within the TSO. This means that the EOs for conducting sick call are task-specific and are not applicable to other interview tasks. Task-specific EOs are recommended when the task is unique, follows a definite procedure, and the language can be comprehensively defined.

"DEMONSTRATES" is the communicative activity that forms the strategy for instructing the G Force medical personnel. The emphasis is "hands-on" training. The 91B Medical Specialist shows the G Force how to do it through a demonstration-performance training methodology.

### Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOs. For those tasks employing "DEMONSTRATES", example elements in Russian are listed in the Russian Functions Catalog. For conducting sick call, the specific elements are listed on the TSO Worksheets.

# TERMINAL SKILL OBJECTIVE

Page T.01

No. 91B.SF / C.3.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations  
 FM 31-20 Special Forces Operational Techniques  
 Task Analysis, 10th SFG, Ft. Devens  
 Interview/Survey Data: DLI Work Unit 35114

## COMMUNICATIVE TASK

### COMPONENTS

Role ☐ Advisor  
 Com Act ☐ Interviews  
 Audience ☐ Group/Individual  
 Topics ☐ Ailments  
 Purpose ☐ Conduct sick call

### STATEMENT

The student in the role of an "ADVISOR" "INTERVIEWS" others in the Russian language in a face-to-face situation on a group or individual basis by: (1) comprehending some of the most common medical complaints that are heard during a routine sick call, (2) making diagnoses of common ailments from descriptions of simulated "patients", and (3) recommending the appropriate treatment for each diagnosis for the purpose of conducting sick call.

## CONDITIONS

PREPARATION TIME 2 hours  
 PERFORMANCE TIME 15 min.  
 Materials/Equipment Materials/Equipment  
 Sick call form, dictionary, pencil, paper, sick  
 list of medicines, call form, medicines  
 (simulated), dictionary.

### REGISTER

Speech techn-jargon  
 formal  
 colloquial  
 Print technical literary informal

## MacroSTANDARDS

DESCRIPTION The student will conduct a "sick call" for 3 persons who suffer from different ailments. The student must determine the cause from verbal information and prescribe a treatment for each. For evaluation purposes, the student will write down all symptoms; the simulated patient will write down the treatment.

### LPM INDICES

Functions  
 x 1.0 Fact Info  
 x 2.0 Intell Att  
 x 3.0 Emo Att  
 x 4.0 Suasion  
 x 5.0 Soc Rit  
 x 6.0 Man Comm  
 Vocabulary  
 military  
 technical  
 other  
 See T.04

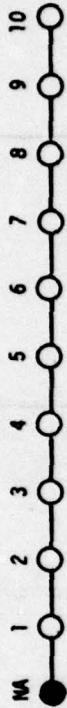


TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p><b>BLANKET QUESTIONS</b></p> <ol style="list-style-type: none"> <li>When did this start?</li> <li>How long did it last?</li> <li>How did this happen?</li> <li>How often does this occur?</li> <li>What was the treatment?</li> <li>Can you tell me more about it?</li> </ol>	<p>EO C.3.01-1</p> <p>The student will be able to ask the BLANKET QUESTIONS from memory and write down appropriate responses given by an instructor.</p>	<p>All key terms and vocabulary are given in the COMMENTS section. This scenario is designed to develop a "computer-like" facility with communication in a sick-call setting. Therefore, the language functions are also subsumed within the routine.</p>	<p><b>ОБЩИЕ ВОПРОСЫ</b></p> <ol style="list-style-type: none"> <li>Когда это началось?</li> <li>Сколько времени оно продолжалось?</li> <li>Как это случилось?</li> <li>Как часто это случается?</li> <li>От чего вы лечились?</li> <li>Вы можете мне рассказать ещё что-нибудь об этом?</li> </ol>
<p><b>PAIN INDICES</b></p> <ol style="list-style-type: none"> <li>Main site Show me where the pain is.</li> <li>Radiation Does the pain radiate? Show me where.</li> <li>Character Is the pain-sharp, knifelike? -dull, aching? -gnawing? -crushing, pressure?</li> </ol>	<p>EO C.3.01-2</p> <p>The student will be able to ask each question from the PAIN INDICES and write down appropriate responses given by an instructor.</p>	<p>Vocabulary and Functions as applied to indices of performance are found in T.03 and T.04.</p>	<p><b>УКАЗАТЕЛИ БОЛИ</b></p> <ol style="list-style-type: none"> <li>Главное расположение Покажите мне, где у вас болит.</li> <li>Распространение Распространяется ли боль? Покажите мне где.</li> <li>Признаки У вас боль внезапная, резкая? - тупая, ноющая? - грызущая? - удручающая?</li> </ol>



TSO

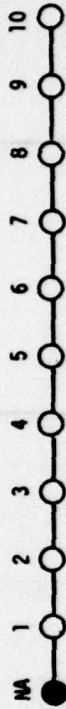
EO



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>4. Severity</p> <p>Is the pain-mild?</p> <p>-severe?</p> <p>5. Duration of pain</p> <p>How long does the pain last?</p> <p>6. Frequency and periodicity</p> <p>How much time between episodes of pain?</p> <p>7. Special times of occurrence</p> <p>Does the pain come at a certain time of the day/month/year?</p> <p>8. Aggravating factors</p> <p>Is the pain worse when you-move?</p> <p>-breathe in?</p> <p>-breathe out?</p> <p>Is the pain worse when I push in or let go?</p>			<p>4. Тяжесть</p> <p>Боль лёгкая?</p> <p>- тяжёлая?</p> <p>5. Длительность боли</p> <p>Как долго длится боль?</p> <p>6. Возвратность и периодичность</p> <p>Как часто появляется боль?</p> <p>7. Определённое время появления боли</p> <p>Появляется ли боль в определённое время дня, месяца или года?</p> <p>8. Усугубляющие факторы</p> <p>Боли больше когда двигаетесь?</p> <p>- вдыхаете?</p> <p>- выдыхаете?</p> <p>Боли больше когда я нажимаю или отпускаю?</p>

TSO

EO



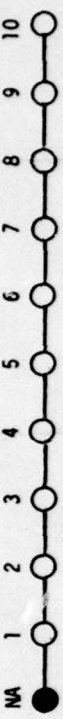
TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>9. Relieving factors</p> <p>Does the pain go away when you</p> <ul style="list-style-type: none"> <li>-rest?</li> <li>-take medicine?</li> <li>-apply heat or cold?</li> </ul>	<p>EO C.3.01-3</p> <p>The student will be able to ask questions on INITIAL CONTACT from memory and comprehend the vital statistics and affirmative and negative responses.</p>	<p>Another opening could be: "How can I help you?"</p> <p>Чем могу я вам помочь?</p> <p>Both <u>age</u> and <u>blood type</u> can be <u>difficult</u> to obtain from the patient.</p>	<p>9. Облегчающие факторы</p> <p>Боль прекращается когда вы</p> <ul style="list-style-type: none"> <li>- отдыхаете?</li> <li>- принимаете лекарство?</li> <li>- прикладываете согревательный или охлаждающий компресс?</li> </ul> <p><u>Первоначальное соприкосновение</u></p> <p>Почему вы здесь?</p> <p>Как ваше имя, отчество и фамилия?</p> <p>Как вас зовут?</p> <p>Какой ваш адрес?</p> <ul style="list-style-type: none"> <li>- ваш возраст?</li> <li>- ваш рост?</li> <li>- ваш вес?</li> <li>- ваш тип крови?</li> </ul> <p>Когда началась боль?</p> <p>Что причинило боль? т.е., падение</p>
<p><u>Initial Contact</u></p> <p><u>Why are you here?</u></p> <p><u>What is your name?</u></p> <ul style="list-style-type: none"> <li>-address?</li> <li>-age?</li> <li>-height?</li> <li>-weight?</li> <li>-blood type?</li> </ul> <p>When did the pain start?</p> <p>How did the pain start? (i.e., after a fall...)</p>			

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>Is the pain associated with</p> <ul style="list-style-type: none"> <li>-meals?</li> <li>-emotional tension?</li> <li>-fatigue?</li> <li>-coughing?</li> <li>-alcohol ingestion?</li> <li>-intercourse?</li> </ul>			<p>Связанна ли эта боль с</p> <ul style="list-style-type: none"> <li>- принятием пищи?</li> <li>- эмоционально напряжённым состоянием?</li> <li>- усталостью?</li> <li>- кашлем?</li> <li>- принятием спиртных напитков?</li> <li>- половыми сношениями?</li> </ul>
<p><u>Personal History</u></p> <p>Tell me about all other</p> <ul style="list-style-type: none"> <li>-illnesses.</li> <li>-hospitalizations you have had.</li> <li>-injuries.</li> <li>-broken bones.</li> </ul> <p>What is your occupation?</p> <p>Do you drink alcohol?</p> <ul style="list-style-type: none"> <li>-smoke cigarettes?</li> </ul>		<p>EO C.3.01-4</p> <p>The student will be able to ask the question on PERSONAL HISTORY and comprehend the essential medically related facts and affirmative and negative responses.</p>	<p><u>Личная медицинская история</u></p> <p>Расскажите мне о всех других</p> <ul style="list-style-type: none"> <li>- заболеваниях.</li> <li>- пребываниях в больнице.</li> <li>- повреждениях.</li> <li>- переломах костей.</li> </ul> <p>Кто вы по специальности?</p> <p>Вы пьёте спиртные напитки?</p> <p>Вы курите?</p>



TSO

EO



TASK SCENARIO

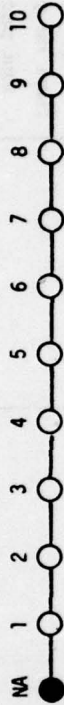
Are your-parents alive or dead?  
 -siblings alive or dead?  
 What was the cause of death?  
 Do you or any member of your family  
 have a history of-tuberculosis?  
 -headaches?  
 -kidney disease?  
 -heart disease?  
 -stroke?  
 -diabetes mellitus?  
 -mental illness?  
 -high blood pressure?  
 -cancer?  
 -bleeding disorders?  
 -seizures?  
 -asthma?

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Ваши родители ещё живы или уже умерли?  
 Ваши братья и сёстры все ещё живут?  
 Что было причиной смерти?  
 Болели ли вы или члены вашей семьи  
 когда-нибудь - туберкулёзом?  
 - головной болью?  
 - заболеванием почек?  
 - заболеванием сердца?  
 - параличным ударом?  
 - сахарным диабетом?  
 - психическими заболе-  
 ваниями?  
 - повышенным давлением крови?  
 - раком?  
 - кровотечением?  
 - припадками?  
 - астмой?



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<u>Allergies</u> Are you allergic to foods, drugs, fabrics, pollens? Tell me what your reaction is. <u>Current Medication</u> Are you taking medicine now? What is the medicine you are taking? Why are you taking the medicine? How long have you been taking the medicine? How many pills do you take and how many times a day do you take them? <u>General State of Health</u> Are you fatigued-all the time? -only on exertion? Have you gained or lost weight recently? How many pounds?	EO C.3.01-5 The student will be able to ask two questions on allergies and write down the responses. EO C.3.01-6 The student will be able to ask the questions on CURRENT MEDICATION and write down the responses. EO C.3.01-7 The student will be able to ask the questions on GENERAL STATE OF HEALTH. Go to the BLANKET QUESTIONS when receiving an affirmative response.	Words like <u>fabrics</u> and <u>pollens</u> can be changed to: <u>clothing plants</u>	<u>Аллергии</u> Вы склонны к пищевой, лекарственной, тканевой или пыльцевой аллергиям? Скажите, какая у вас бывает реакция? <u>Текущее лечение</u> Вы принимаете какое-нибудь лекарство теперь? Какое лекарство вы принимаете? Почему вы принимаете это лекарство? Как долго вы принимаете это лекарство? Сколько пилюль вы принимаете, и сколько раз в день вы их принимаете? <u>Общее состояние здоровья</u> Вы испытываете усталость - всё время? - только после напряжения? Вы прибавили или сбавили в весе за последнее время? Сколько килограммов?

## TASK SCENARIO

Is your appetite good or poor? Has it changed recently?

Have you had fever? How often do you have fever? When during the day do you have fever?

Have you had frequent infections? Where?

Are you able to do the things you usually do during a normal day?

IF YES, GO TO BLANKET QUESTIONS.

Skin

Do you have any skin-eruptions?

- rashes?
- itching?
- pigmentation change?
- texture change?
- temperature change?

Have you had-hair loss?

- deformity or disorder of your nails?

## ENABLING OBJECTIVES

EO C.3.01-8

The student will be able to ask the questions on SKIN from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

## COMMENTS

## COMPLETE TERMINOLOGY

У вас аппетит хорош или плохой? Были ли какие-нибудь перемены в нём?

У вас была горячка? Как часто у вас бывает горячка? В какую пору дня у вас бывает горячка?

У вас бывали частые инфекции? Где? Вы можете делать всё то, что вы нормально делаете в течение обычного дня?

ЕСЛИ ДА, ТО ОТВЕЬТЕ НА "ОБЩИЕ ВОПРОСЫ".

Кожа

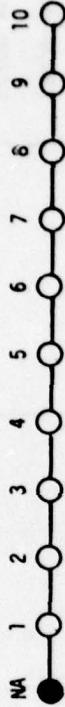
Есть ли у вас - сыпь на коже?

- сыпь на коже?
- чесотка?
- перемена пигмента?
- перемена строения кожи?
- перемена температуры?

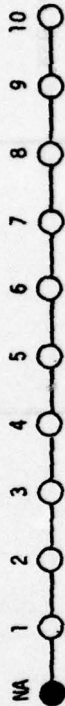
Теряли ли вы когда-нибудь волосы?

Была ли у вас когда-нибудь деформация или расстройство ногтей?



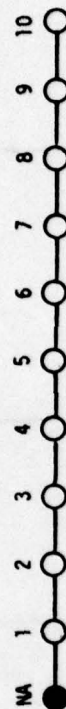


TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>IF YES, GO TO BLANKET QUESTIONS.</p> <p><u>Head, Eyes, Ears, Nose, Throat-HEENT</u></p> <p>Do you have headaches?</p> <p>IF YES, GO TO <u>PAIN INDEX</u>.</p> <p>Do you have drainage from eye?</p> <p>-sensitivity to light?</p> <p>-"black spots"?</p> <p>-inability to focus?</p> <p>Do you have diminished hearing? Which ear?</p> <p>-unusual noises in ear(s)?</p> <p>-drainage from ear(s)?</p> <p>-sensitivity to loud noises?</p> <p>Do you have diminished sense of smell?</p> <p>-unusual persistent smell?</p> <p>-nose bleeds?</p> <p>-nasal obstruction?</p> <p>-unusual discharge from nose?</p>	<p>EO C.3.01-9</p> <p>The student will be able to ask the questions on HEENT from memory and go to PAIN INDEX OR BLANKET QUESTIONS according to the appropriate affirmative response.</p>	<p>If patient is basically uneducated diminished hearing may be too easily misunderstood. Use phrases like "are you hard of hearing?"</p>	<p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.</p> <p><u>Голова, Глаза, Уши, Нос, Горло - ГЛУГО</u></p> <p>У вас бывает боли головы?</p> <p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗ. БОЛИ.</p> <p>Ваши глаза дренажируются?</p> <p>Вы чувствительны к свету?</p> <p>Плыват у вас "чёрные пятна" в глазах?</p> <p>Вам трудно помешать в фокусе?</p> <p>У вас повреждённый слух? В каком ухе?</p> <p>В ушах бывает странный шум?</p> <p>А из ушей течёт?</p> <p>Вы чувствительны к громкому шуму?</p> <p>Ваш нос повреждён?</p> <p>У вас бывают странные постоянные запахи?</p> <p>У вас бывает кровотечение из носа?</p> <p>У вас бывает носовая обструкция?</p> <p>У вас бывают необыкновенные носовые выделения?</p>



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Do you have-sore throat? -difficulty in swallowing? -difficulty in speech? -dental caries? -bleeding or swelling gums? -ill-fitting dentures? -hoarseness?			Болит ли у вас горло? Вам трудно глотать? Вам трудно говорить? У вас зубная кистозеда? У вас кровоточивые или опухлые дёсны? У вас плохоприспособленный зубной протез? У вас хрипота?
IF YES, GO TO BLANKET QUESTIONS. <u>Respiratory</u> Do you have-wheezing? -cough? -shortness of breath? What precipitates this? Does your cough produce-pain? -sputum? What is the-color of the sputum? -consistency -odor -amount	EO C.3.01-10 The student will be able to ask the questions on RESPIRATORY from memory and go to the PAIN INDEX when giving an affirmative response.		ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ. <u>Дыхательный</u> У вас свистящее дыхание? Вы кашляете? У вас одышка? Какая причина этого? Вызывает ли ваш кашель боль? Вы отхаркиваете мокроту, когда кашляете? Какого цвета мокрота? Какая плотность мокроты? Какой запах мокроты? Какое количество мокроты?





TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Does this occur at a specific time of day? Is your shortness of breath -only on exertion? -all the time? -worse at night? -waking you at night? Do you have to sleep propped on pillows? Do you have pain? (IF YES, GO TO PAIN INDEX.) IF YES, GO TO BLANKET QUESTIONS. <u>Cardiovascular</u> Do you have-chest pain? (IF YES, GO TO PAIN INDEX.) -palpitations? -pressure near heart? -heart murmur? -leg or ankle swelling? -high blood pressure?	EO C.3.01-11 The student will be able to ask from memory the questions on CARDIOVASCULAR and go to either PAIN INDEX or BLANKET QUESTIONS according to an appropriate affirmative response.		Это случается в определённое время дня? У вас одышка - только при напряжении? - всё время? - особенно ночью? - не даёт вам спать? Вы спите опираясь на подушки? У вас есть боль? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ БОЛИ". ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ" <u>Кардио-васкулярная</u> У вас болит грудь? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ БОЛИ". У вас сердцебиение? У вас давит около сердца? У вас шум в сердце? У вас опухоль ноги или лодыжки? У вас высокое давление крови?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
-history of blood clots, varicose veins? -cold sweats? -history of irregular (rapid or slow) pulse?  Have you ever had an electrocardiogram (EKG)?  IF YES, GO TO BLANKET QUESTIONS.  <u>Gastrointestinal</u>	E0 C.3.01-12  The student will be able to ask the questions on GASTROINTESTINAL from memory and go to PAIN INDEX or BLANKET QUESTIONS when receiving an appropriate affirmative response.	EKG is a possible deletion. It may be too sophisticated.	Болели ли вы когда-нибудь - закупорива- ющим тромбозом? - варикозными венами? Вас бросало когда-нибудь в холодный пот? Был ли у вас когда-нибудь нерегулярный (быстрый или вялый) пульс? Вам делали когда-нибудь электрокардио- грамму?  ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ".  <u>Желудочно-кишечный</u> Какой у вас аппетит? Какими видами пищи вы питаетесь? В котором часу вы кушаете днём? Какая еда вам не приемлема? Бывает у вас затруднение с испражнением? Вы болели жёлчностью когда-нибудь (ожелтевшая кожа)?

TSO

EO



T.02

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# TASK SCENARIO

Do you have-abdominal pain?  
 -indigestion?  
 IF YES, GO TO PAIN INDEX.  
 What gives relief?  
 Have you been vomiting?  
 What-color is the vomitus?  
 -consistency  
 -amount  
 Is the vomiting-projectile?  
 -bloody?  
 Have you ever-bled from the rectum?  
 -had tarry, black stools?  
 IF YES, GO TO BLANKET QUESTIONS.  
Gynecological  
 At what age did your menstrual period begin?  
 How often do you have your period?  
 How long does it last?

## ENABLING OBJECTIVES

EO C.3.01-13

The student will be able to ask the questions on GYNECOLOGICAL from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

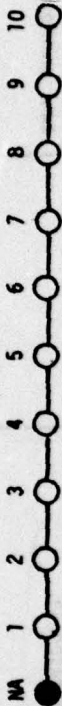
## COMMENTS

## COMPLETE TERMINOLOGY

У вас - брюшная боль?  
 - несварение желудка?  
 ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗАТЕЛЮ БОЛИ.  
 Что вам даёт облегчение?  
 Вас рвало?  
 Какого цвета рвота?  
 Какой плотности рвота?  
 Какое количество рвоты?  
 Рвота у вас - бурная?  
 - кровавая?  
 Кровавили вы когда-нибудь из прямой кишки?  
 У вас был когда-нибудь дёгтеобразный стул?  
 ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.  
Гинекологический  
 В каком возрасте началась ваша менструация?  
 Как часто бывает у вас менструация?  
 Как долго она длится?

X-15





TASK SCENARIO

Do you have-bleeding between periods?  
 -pain between periods?  
 -bleeding with intercourse?  
 -pain with intercourse?  
 -vaginal discharge?  
 What is the-color  
 -odor  
 -consistency  
 of the vaginal discharge?  
 Does the discharge produce itching?  
 When was your last menstrual period?  
 How many pregnancies have you had?  
 How many living children do you have?  
 Do you have a history of toxemia?  
 Have you ever had a Pap smear?  
 IF YES, GO TO BLANKET QUESTIONS.

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Вы кровотоците между менструациями?  
 Бывают у вас боли между менструациями?  
 Вы кровотоците при половых сношениях?  
 Ощущаете вы боль при половых сношениях?  
 Бывают у вас влагалищные выделения?  
 Какого цвета влагалищные выделения?  
 Какого запаха влагалищные выделения?  
 Какой плотности влагалищные выделения?  
 Вызывают ли эти выделения чесотку?  
 Когда была у вас последняя менструация?  
 Сколько беременностей у вас было?  
 Сколько из ваших детей ещё живут?  
 Было когда-нибудь у вас отравление крови?  
 Было когда-нибудь у вас проба на наличие маточно-шеечного рака?  
 ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

Pap smears are required  
 by Soviet government  
 for all females yearly.

## TASK SCENARIO

Genitourinary

- Do you have--difficulty with voiding?
- pain or burning with voiding?
  - frequency of voiding?
  - urgency of voiding?
  - hesitancy of voiding?
  - voiding at night?
  - bleeding with voiding?
  - history of kidney stones?

Have you had venereal disease?

IF YES, GO TO BLANKET QUESTIONS.

Musculoskeletal

Do you have-muscle weakness?

-joint stiffness?

-pain?

-swelling?

-muscle cramps?

-twitches or tremors?

IF YES, GO TO BLANKET QUESTIONS.

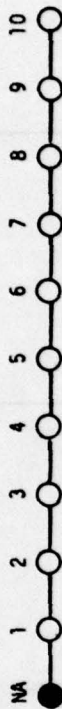
## COMPLETE TERMINOLOGY

Генито-мочевой (мочеполовый)

- Вам трудно опорожнить мочевой пузырь?
- Вам больно или вас жжёт при выделении мочи?
- Вы часто опорожняете мочевой пузырь?
- Вы испытываете настоятельную необ-ходимость мочиться?
- Вы испытываете нерешительность в моче-испускании?
- Вы мочитесь ночью?
- У вас бывает кровавая моча?
- У вас была когда-нибудь мочекаменная болезнь?
- У вас была когда-нибудь венерическая болезнь?
- ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
- Мускуло-скелетный
- У вас общая слабость мускулатуры?
- Вы страдаете от неподвижности суставов?
- У вас есть боли?
- У вас опухоль?
- У вас мускульные судороги?
- У вас подёргивание или дрожь?
- ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p><u>Neuropsychiatric</u></p> <p>Do you have dizziness?</p> <p>-seizures?</p> <p>-black outs?</p> <p>-tremors?</p> <p>-numbness?</p> <p>-increased feeling?</p> <p>-decreased feeling?</p> <p>-anxiety?</p> <p>-nervousness?</p> <p>-depression?</p> <p>-impaired memory?</p> <p>-confusion?</p> <p>IF YES, GO TO BLANKET QUESTIONS.</p> <p>Questions relating to orientation:</p> <p>What is the date/year?</p> <p>Where are you?</p> <p>What is your name?</p>	<p>EO C.3.01-16</p> <p>The student will be able to ask the questions on NEUROPSYCHIATRIC from memory and go to BLANKET QUESTIONS when receiving an affirmative response.</p>		<p><u>Невропсихиатрический</u></p> <p>У вас - головокружение?</p> <p>- приступы?</p> <p>- временная потеря сознания?</p> <p>- дрожь?</p> <p>- оцепенение?</p> <p>- повышенная чувствительность?</p> <p>- пониженная чувствительность?</p> <p>- беспокойство?</p> <p>- нервность?</p> <p>- депрессия (уныние)?</p> <p>- ослабленная память?</p> <p>- растерянность замешательство ?</p> <p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.</p> <p>Вопросы относящиеся к ориентации:</p> <p>Какое сегодня число/год?</p> <p>Где вы находитесь?</p> <p>Как ваша фамилия, имя, отчество?</p> <p>Как вас зовут?</p>



## TASK SCENARIO

## ENABLING OBJECTIVES

## COMMENTS

## COMPLETE TERMINOLOGY

Lymphatic and Hematologic

Do you have-swollen glands?

-bleeding from body orifices?

-increased bruising?

-anemia?

-circumstance requiring

blood transfusion?

IF YES, GO TO BLANKET QUESTIONS.

Endocrine

Does weather change affect you?

Do you have-history of thyroid disorder?

-difficulty swallowing?

-increased nervousness?

-sugar in your urine?

-sugar in your blood?

-increased thirst?

-craving for sweets?

-increased voiding?

Лимфатический и гематологический

У вас - напухшие железы?

- кровотечение из отверстий тела?

- повышенная восприимчивость к  
кровоподтекам?

- малокровие?

У вас бывают обстоятельства требующие  
переливание крови?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

Эндокринный

Перемена в погоде влияет на вас?

У вас бывали расстройства щитовидной  
железы?

Вам больно глотать?

У вас - повышенная нервозность?

- сахар в моче?

- сахар в крови?

- повышенная жажда?

Вы жадите сладостей?

У вас повышенное мочеиспускание?

Sugar in urine or  
blood are determined  
by tests. This  
information is rarely  
known by the patient.

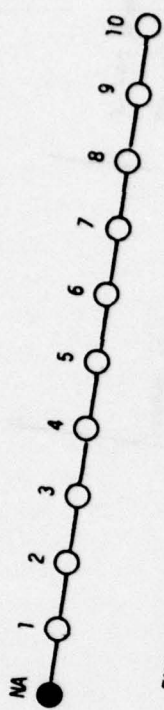
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EO

TASK SCENARIO

-profuse perspiring, especially at night?  
IF YES, GO TO BLANKET QUESTIONS.  
Treatments  
Medicine:

- Take this medicine-every day.
- every other day.
  - twice a day.
  - three times a day.
  - four times a day.
  - every four hours.
  - every six hours.
  - every eight hours.
  - every twelve hours.
  - before meals.
  - after meals.
  - with meals.
  - as needed (prn).



ENABLING OBJECTIVES

EO C.3.01-19  
The student will be able to give instructions on proper TREATMENTS (medicines and diets) to the instructor or other designated person. The "patient" will request the instructions. He/she will check for comprehension.

COMMENTS

COMPLETE TERMINOLOGY

У вас обильные поты, особенно по ночам?

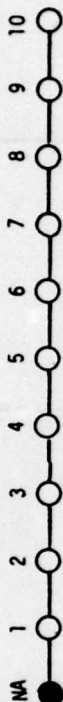
ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОГШИМ ВОПРОСАМ.  
Лечение  
Лекарство:

- Принимайте это лекарство - каждый день.
- через день.
  - два раза в день.
  - три раза в день.
  - четыре раза в день.
  - через четыре часа.
  - через шесть часов.
  - через восемь часов.
  - через двенадцать часов.
  - перед едой.
  - после еды.
  - вместе с едой.
  - если это нужно.



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TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>Place this tablet under your tongue.</p> <p>Instill these drops in your-right eye.</p> <ul style="list-style-type: none"> <li>-left eye.</li> <li>-right ear.</li> <li>-left ear.</li> <li>-nose.</li> </ul> <p>Keep your eye closed with a patch.</p> <p>Put this ointment in/on the affected area.</p> <p>Cleanse the area with-peroxide.</p> <ul style="list-style-type: none"> <li>-saline.</li> <li>-sterile water.</li> </ul> <p>Keep the area covered with a dry, sterile dressing.</p> <p>Soak your-foot in warm water.</p> <ul style="list-style-type: none"> <li>-arm</li> <li>-hand</li> <li>-body part</li> </ul>			<p>Положите эту таблетку под язык.</p> <p>Пускайте эти капли - в правый глаз.</p> <ul style="list-style-type: none"> <li>- в левый глаз.</li> <li>- в правое ухо.</li> <li>- в левое ухо.</li> <li>- в нос.</li> </ul> <p>Закройте ваш глаз повязкой.</p> <p>Намажьте этой мазью пораженное место.</p> <p>Дезинфицируй место - перекисем водорода.</p> <ul style="list-style-type: none"> <li>- физиологическим раствором.</li> </ul> <p>Очистите место стерильной водой.</p> <p>Накройте пораженное место сухой, стерильной повязкой.</p> <p>Помочите - ногу в тёплой воде.</p> <ul style="list-style-type: none"> <li>- руку в тёплой воде.</li> <li>- руку в тёплой воде.</li> <li>- часть тела в тёплой воде.</li> </ul>

TASK SCENARIO	COMPLETE TERMINOLOGY	COMMENTS
Apply-heat to the area. -cold Keep the area immobile. Exercise the area.	Поставьте горячий компресс на больное место. - холодный компресс - Держите больное место неподвижно. Упражняйте больное место	Other High-Frequency Terms: blood pressure- pulse- respirations- temperature- X-ray- cast- sutures- blood test-
Diet: Follow this-restricted salt diet. -no salt -high protein -low cholesterol -bland -restricted calorie -liquid	Диета: Соблюдайте эту - малосолевую - диету. - бессолевую - - высокобелковую - - малохолестерольную - - успокаивающую - - голодную - - жидкую -	Другие высокочастотные Термины давление крови пульс дыхание температура рентген, снимок гипс шов, швы проба на кровь
Restrict your fluid intake to ___cc's a day.	Ограничьтесь в принятии жидкостей ___см в день.	Often patients will not know <u>cholesterol</u> or <u>calorie</u> .

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
			<p>In the linguistic production aspect of this task, the principle function employed is:</p> <p>Inquire About. The grammatical requirement implied by that function is facility with various types of questions. However, the requirements on receptive capacity of the job holder are much higher, although they do not appear in the scenario, since he/she must be able to understand and record the responses to his/her questions.</p>		
			<p>A second function is 4.6, directions/instructions/commands used primarily in EO C.3.01-19 TREATMENTS.</p>		



Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	abdominal pain	брюшная боль	<input checked="" type="checkbox"/>	blood	кровь
<input checked="" type="checkbox"/>	address	адрес	<input checked="" type="checkbox"/>	blood clot	закупоривающий тромбоз
<input checked="" type="checkbox"/>	age	возраст	<input checked="" type="checkbox"/>	blood test	проба на кровь
<input checked="" type="checkbox"/>	aggravating factors	усугубляющие факторы	<input checked="" type="checkbox"/>	blood transfusion	переливание крови
<input checked="" type="checkbox"/>	alcohol ingestion	принятие спиртных напитков	<input checked="" type="checkbox"/>	blood type	тип крови
<input checked="" type="checkbox"/>	alive	живой	<input checked="" type="checkbox"/>	bloody	кровавый
<input checked="" type="checkbox"/>	allergy	аллергия	<input checked="" type="checkbox"/>	body orifices	отверстия тела
<input checked="" type="checkbox"/>	amount	количество	<input checked="" type="checkbox"/>	bowels	стул
<input checked="" type="checkbox"/>	anemia	малокровие	<input checked="" type="checkbox"/>	breathe in	вдыхать
<input checked="" type="checkbox"/>	ankle	лодыжка	<input checked="" type="checkbox"/>	breathe out	выдыхать
<input checked="" type="checkbox"/>	anxiety	беспокойство	<input checked="" type="checkbox"/>	broken bone	перелом кости
<input checked="" type="checkbox"/>	appetite	аппетит	<input checked="" type="checkbox"/>	bruising	восприимчивость
<input checked="" type="checkbox"/>	apply	прикладывать	<input checked="" type="checkbox"/>	bruising	кровоподтёк
<input checked="" type="checkbox"/>	asthma	астма	<input checked="" type="checkbox"/>	cancer	рак
<input checked="" type="checkbox"/>	be treated	лечиться	<input checked="" type="checkbox"/>	cardiovascular	кардио-васкулярный
<input checked="" type="checkbox"/>	black outs	временная потеря сознания	<input checked="" type="checkbox"/>	cast	гипс
<input checked="" type="checkbox"/>	"Black spot"	"чёрное пятно"	<input checked="" type="checkbox"/>	cause of death	причина смерти
<input checked="" type="checkbox"/>	bland	успокаивающий	<input checked="" type="checkbox"/>	characteristics	признаки
<input checked="" type="checkbox"/>	bleeding disorders	кровотечения	<input checked="" type="checkbox"/>	chest	грудь

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language:
<input checked="" type="checkbox"/>	children	дети	<input checked="" type="checkbox"/>	dizziness	головокружение
<input checked="" type="checkbox"/>	confusion	замешательство	<input checked="" type="checkbox"/>	drug	лекарство
<input checked="" type="checkbox"/>	cough	кашель	<input checked="" type="checkbox"/>	dull	тупой
<input checked="" type="checkbox"/>	coughing	кашляние	<input checked="" type="checkbox"/>	duration	длительность
<input checked="" type="checkbox"/>	cold compress	охладительный компресс	<input checked="" type="checkbox"/>	ear	ухо
<input checked="" type="checkbox"/>	consistency	плотность	<input checked="" type="checkbox"/>	ears	уши
<input checked="" type="checkbox"/>	cold sweat	холодный пот	<input checked="" type="checkbox"/>	electrocardiogram	электрокардиограмма
<input checked="" type="checkbox"/>	color	цвет	<input checked="" type="checkbox"/>	emotional tension	эмоционально-таптрённое состояние
<input checked="" type="checkbox"/>	crushing	упручающая	<input checked="" type="checkbox"/>	endocrine	эндокринный
<input checked="" type="checkbox"/>	current medication	текущее лечение	<input checked="" type="checkbox"/>	every (4) hours	через четыре часа
<input checked="" type="checkbox"/>	date	число	<input checked="" type="checkbox"/>	exercise	упражнение
<input checked="" type="checkbox"/>	day	день	<input checked="" type="checkbox"/>	exertion	напряжение
<input checked="" type="checkbox"/>	decreased	пониженный	<input checked="" type="checkbox"/>	eyes	глаза
<input checked="" type="checkbox"/>	deformity	деформация	<input checked="" type="checkbox"/>	fabric	тканевый, ткань
<input checked="" type="checkbox"/>	dentures	зубной протез	<input checked="" type="checkbox"/>	fatigue	усталость
<input checked="" type="checkbox"/>	depression	депрессия	<input checked="" type="checkbox"/>	feeling	чувствительность
<input checked="" type="checkbox"/>	diabetes	сахарный диабет	<input checked="" type="checkbox"/>	fever	горячка
<input checked="" type="checkbox"/>	die	умирать, умереть	<input checked="" type="checkbox"/>	focus	фокус
<input checked="" type="checkbox"/>	diet	диета	<input checked="" type="checkbox"/>	food	пища

LPM Vocabulary Indices for TSO No. 91B.SF / C.I.01 /

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	frequency	возрастность	<input checked="" type="checkbox"/>	boarseness	хрипота
<input checked="" type="checkbox"/>	gastrointestinal	желудочно-кишечный	<input checked="" type="checkbox"/>	hospitalization	пребывания в больнице
<input checked="" type="checkbox"/>	general questions	общие вопросы	<input checked="" type="checkbox"/>	hot compress	согревательный компресс
<input checked="" type="checkbox"/>	general state of	общее состояние здоровья	<input checked="" type="checkbox"/>	illness	заболевание
	health		<input checked="" type="checkbox"/>	immobile	неподвижный
<input checked="" type="checkbox"/>	genitourinary	гениито-мочевой	<input checked="" type="checkbox"/>	impaired memory	ослабленная память
<input checked="" type="checkbox"/>	gnawing	грызущий	<input checked="" type="checkbox"/>	increased	повышенный
<input checked="" type="checkbox"/>	gum	десна	<input checked="" type="checkbox"/>	indicator	указатель
<input checked="" type="checkbox"/>	gynecological	гинекологический	<input checked="" type="checkbox"/>	indigestion	неварение желудка
<input checked="" type="checkbox"/>	hair	волосы	<input checked="" type="checkbox"/>	infection	инфекция
<input checked="" type="checkbox"/>	hand	рука	<input checked="" type="checkbox"/>	injury	повреждение
<input checked="" type="checkbox"/>	happen	случаться	<input checked="" type="checkbox"/>	intercourse	половые сношения
<input checked="" type="checkbox"/>	head	голова	<input checked="" type="checkbox"/>	itching	чесотка
<input checked="" type="checkbox"/>	headache	головная боль	<input checked="" type="checkbox"/>	jaundice	желчность
<input checked="" type="checkbox"/>	heart disease	заболевание сердцем	<input checked="" type="checkbox"/>	joint stiffness	неподвижность суставов
<input checked="" type="checkbox"/>	height	рост	<input checked="" type="checkbox"/>	kidney disease	заболевание почек
<input checked="" type="checkbox"/>	hematologic	гематологический	<input checked="" type="checkbox"/>	kidney stones	мочекаменная болезнь
<input checked="" type="checkbox"/>	high blood pressure	высокое давление крови	<input checked="" type="checkbox"/>	kilogram	килограмм
<input checked="" type="checkbox"/>	high-protein	высокобелковый	<input checked="" type="checkbox"/>	last	продолжать



LPM Vocabulary Indices for ISO No. 91B.SF / C.I.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	left eye	левая глаз	<input checked="" type="checkbox"/>	night	ночь
<input checked="" type="checkbox"/>	let go	отпустить	<input checked="" type="checkbox"/>	noise	шум
<input checked="" type="checkbox"/>	light	лёгкий	<input checked="" type="checkbox"/>	no-salt	бессолевой
<input checked="" type="checkbox"/>	light	свет	<input checked="" type="checkbox"/>	nose	нос
<input checked="" type="checkbox"/>	liquid	жидкость	<input checked="" type="checkbox"/>	nose bleed	кровотечение из носа
<input checked="" type="checkbox"/>	live	жить	<input checked="" type="checkbox"/>	numbness	онемение
<input checked="" type="checkbox"/>	low cholesterol	малохолестерольный	<input checked="" type="checkbox"/>	pain	боль
<input checked="" type="checkbox"/>	lymphatic	лимфатический	<input checked="" type="checkbox"/>	palpitations	сердцебиение
<input checked="" type="checkbox"/>	main	главный	<input checked="" type="checkbox"/>	pap smear	проба на наличие маточно-шеечного
<input checked="" type="checkbox"/>	meals	пища		рака	
<input checked="" type="checkbox"/>	medicine	лекарство	<input checked="" type="checkbox"/>	parents	родители
<input checked="" type="checkbox"/>	menstrual period	менструация	<input checked="" type="checkbox"/>	periodicity	периодичность
<input checked="" type="checkbox"/>	mental illness	психическое заболевание	<input checked="" type="checkbox"/>	personal medical history	личная медицинская история
<input checked="" type="checkbox"/>	month	месяц			
<input checked="" type="checkbox"/>	muscle cramps	мышечные судороги	<input checked="" type="checkbox"/>	peroxide	перекись
<input checked="" type="checkbox"/>	musculoskeletal	мышечно-скелетный	<input checked="" type="checkbox"/>	pill	пилюля, таблетка
<input checked="" type="checkbox"/>	nail	ноготь	<input checked="" type="checkbox"/>	pillow	подушка
<input checked="" type="checkbox"/>	name (full)	имя, отчество, и фамилия	<input checked="" type="checkbox"/>	pollen	пыльцевой, пыльца
<input checked="" type="checkbox"/>	nervousness	нервность	<input checked="" type="checkbox"/>	pregnancy	беременность

T.04

Page 5 of 6

LPM Vocabulary Indices for TSO No. 91B.SF / C.I.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	projectile (of vomit)	бурный	<input checked="" type="checkbox"/>	severe	тяжелый
<input checked="" type="checkbox"/>	push in	нажимать	<input checked="" type="checkbox"/>	severity	тяжесть
<input checked="" type="checkbox"/>	occupation	специальность	<input checked="" type="checkbox"/>	sharp	резкий
<input checked="" type="checkbox"/>	odor	запах	<input checked="" type="checkbox"/>	shortness of breath	одышка
<input checked="" type="checkbox"/>	radiation	распространение	<input checked="" type="checkbox"/>	siblings	братья и сестры
<input checked="" type="checkbox"/>	rash	сыпь на коже	<input checked="" type="checkbox"/>	skin	кожа
<input checked="" type="checkbox"/>	reaction	реакция	<input checked="" type="checkbox"/>	skin eruption	высыпь на коже
<input checked="" type="checkbox"/>	rectum	прямая кишка	<input checked="" type="checkbox"/>	smell (sense of)	нох
<input checked="" type="checkbox"/>	relief	облегчение	<input checked="" type="checkbox"/>	smoke	курить
<input checked="" type="checkbox"/>	relieving factors	облегчающие факторы	<input checked="" type="checkbox"/>	speak	говорить
<input checked="" type="checkbox"/>	respiratory	дыхательный	<input checked="" type="checkbox"/>	special times	определенное время
<input checked="" type="checkbox"/>	rest	отдыхать	<input checked="" type="checkbox"/>	sputum	мокрота
<input checked="" type="checkbox"/>	restricted calorie (diet)	голодная диета	<input checked="" type="checkbox"/>	start	начинать
<input checked="" type="checkbox"/>	right eye	правый глаз	<input checked="" type="checkbox"/>	sterile dressing	стерильная перевязка
<input checked="" type="checkbox"/>	saline	физиологический раствор	<input checked="" type="checkbox"/>	sterile water	стерильная вода
<input checked="" type="checkbox"/>	seizures	припадки	<input checked="" type="checkbox"/>	stroke	параличный удар
<input checked="" type="checkbox"/>	seizures	приступы	<input checked="" type="checkbox"/>	sudden	внезапный
			<input checked="" type="checkbox"/>	sugar	сахар
			<input checked="" type="checkbox"/>	sutures	шов, швы



Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	swallow	глотать	<input checked="" type="checkbox"/>	twitches	подергивание
<input checked="" type="checkbox"/>	swelling	опухоль	<input checked="" type="checkbox"/>	urine	моча
<input checked="" type="checkbox"/>	swollen glands	напухшие железы	<input checked="" type="checkbox"/>	vaginal discharge	вагинальные выделения
<input checked="" type="checkbox"/>	take medicine	принимать лекарство	<input checked="" type="checkbox"/>	venereal disease	венерическая болезнь
<input checked="" type="checkbox"/>	tarry, black stool	дегтеобразный стул	<input checked="" type="checkbox"/>	void	мочиться
<input checked="" type="checkbox"/>	tell, relate	рассказывать	<input checked="" type="checkbox"/>	voiding	выделение мочи
<input checked="" type="checkbox"/>	temperature	температура	<input checked="" type="checkbox"/>	voiding	мочеиспускание
<input checked="" type="checkbox"/>	temperature change	перемена температура	<input checked="" type="checkbox"/>	vomit	рвота
<input checked="" type="checkbox"/>	texture change	перемена строения кожи	<input checked="" type="checkbox"/>	weather	погода
<input checked="" type="checkbox"/>	thirst	жажда	<input checked="" type="checkbox"/>	weight	вес
<input checked="" type="checkbox"/>	throat	горло	<input checked="" type="checkbox"/>	wheezing	свистящее дыхание
<input checked="" type="checkbox"/>	thyroid disorder	расстройство щитовидной железы	<input checked="" type="checkbox"/>	x-ray	рентген
<input checked="" type="checkbox"/>	time(s) a day	раз в день	<input checked="" type="checkbox"/>	year	год
<input checked="" type="checkbox"/>	today	сегодня	<input checked="" type="checkbox"/>	yellow skin	жёлтая кожа, пожелтевшая кожа
<input checked="" type="checkbox"/>	tongue	язык	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	toxemia	отравление крови	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	treatment	лечение	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	tremors	дрожь	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	tuberculosis	туберкулёз	<input type="checkbox"/>		

# TSO Map

TSO 91B.SF / C.3.01 / RU

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

☐ linear

☐ hierarchical

☒ solitary

### PRIMARY DECISION FACTOR

☐ job criticality

☐ dependent relationship

☒ independent relationship

## REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Interview C.3 / 1-19

Functions Catalog: NA See TSO 91B.SF/C.3.01/RU

Rolebooks: Advisor (Russian)

Special Vocabulary: See TSO 91B.SF/C.3.01/RU: I.04

Technical Documents:

## DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation -50-20

M.01

X-30

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "INTERVIEWS"

Nineteen (19) Enabling Objectives were specifically determined for this TSO. The interview routine for sick call is basically complete within itself. The EOs for this TSO are found in the Enabling Objectives Column of TSO 91B.SF/C.3.01/RU.



## Page T.01

DOCUMENTATION: FM 31-21 Special Forces Operations  
FM 31-20 Special Forces Operational Techniques  
Task Analysis, 10th SFG, Ft. Devens  
Interview/Survey Data: DLI Work Unit 35114

## STATEMENT

Role	Instructor
Com Act	Demonstrates
Audience	Group/Individual
Topics	Bandages/Splints
Purpose	Training medics

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian Language in a face-to-face situation on a group or individual basis bandaging and splinting by: (1) describing the circumstances which call for bandaging and splinting and (2) demonstrating the proper procedures for bandaging and splinting simulated wounds using medical supplies and available splinting support materials for the purpose of training medical personnel.

## MacroSTANDARDS

**DESCRIPTION** The student demonstrates and has trainees participate in bandaging and splinting. The student will answer five questions during each phase of the demonstration - presentation, supervising, evaluating.

## LPM INDICES

Functions		Vocabulary	
x	1.0 Fact Info		military
—	2.0 Intell Att	x	technical
—	3.0 Emo Att	x	other
x	4.0 Suasion		medical
—	5.0 Soc Rit		
—	6.0 Man Comm		

See T. 04

**See T.04**





TASK SCENARIO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>SPLINTS AND BANDAGES</u></p> <p>I. <u>Splinting and bandaging</u> are the most common <u>emergency treatments for injury</u>.</p> <p>II. Splints</p> <p>A. Uses: Splints are used to <u>immobilize areas of fractures and dislocations</u>.</p> <p>This <u>immobilization</u> helps prevent further injury to the <u>affected part</u>.</p> <p>B. Types: Splints come in various commercial types. There are padded <u>wooden and metal splints</u>. There are also <u>pneumatic plastic splints</u> which can be <u>blown up</u>. Splints can be <u>improvised</u> from many things, such as <u>baseball bats, rolled newspapers and magazines</u>, and <u>straight sticks</u>.</p> <p>C. <u>Application of splints</u>: Splinting may</p>	<p>лужки и перевязки</p> <p>наложение лусков</p> <p>перевязывание</p> <p>аварийное лечение</p> <p>повреждение</p> <p>лужки</p> <p>делать неподвижным</p> <p>переломы</p> <p>вывихи</p> <p>лишение подвижности</p> <p>большое поражённое место</p> <p>деревянный</p> <p>металлический, пневматический</p> <p>лужки из пластики, надуты</p> <p>наскоро устроенный</p> <p>бейзбольная палка</p> <p>свёрток газет и журналов</p> <p>палки, прутья</p> <p>накладывание, наложение</p>	<p>1.1 identify</p> <p>1.2 state factual information</p> <p>1.1 identify</p> <p>1.2 state factual information</p>	<p>This scenario begins with the content required for the TSO starting with EO C.7-2.</p> <p>The student will begin with gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1.</p> <p>*"Baseball bats" would be unrealistic in a normal UM environment.</p>



## TASK SCENARIO

be done in different ways, depending on the body area affected.

These are some general rules for splinting:

1. If an open wound is present, cleanse it and apply a sterile/clean dressing and bandage before splinting.
2. Splint the person where he lies-do not move him.
3. Pad all splints.
4. Support the area above and below the injury and apply padded splint.
5. Splint in a natural body position if possible.
6. Immobilize joints above and below the injury.
7. Always check circulation.

KEY TERMS  
Vocabulary ItemsFUNCTIONS  
Major DescriptorsCOMMENTS  
Culture/References/Supplements

открытая рана, очистить  
стерильная чистая пере-  
вязка  
бинт

4.6 directions/  
instructions/  
commands  
4.5 warnings

лежит

двигать

дать мягкую набивку

подпереть место выше

повреждение, поражение

суставы

кровоо"ращение

The student must be able to provide simple definitions for all medical terms, give examples and non-examples, and make comparisons when necessary.

The student will combine the demonstration of splinting procedures along with the presentation of the "general rules for splinting." See EO C.7-3.



# TASK SCENARIO

## KEY TERMS Vocabulary Items

## FUNCTIONS Major Descriptors

## COMMENTS Culture/References/Supplements

Splinting an injury is most often an emergency measure. The person will need X-rays and further medical treatment.

### III. Bandages

A. Uses: Bandages are used to apply pressure to stop bleeding, prevent further contamination of an open wound, to hold dressings and splints firmly, immobilize an area or bring the edges of a wound together.

B. Types: Bandages come in several commercial types. The most common types are rolled gauze, triangular bandage and adhesive bandages. "Butterfly" bandages hold the open wound edges together.

C. Application of bandages:

аварийные мероприятия

рентгены, снимки

лечение у врача

перевязки

применить давление

остановить кровотечение

заражение открытая рана

1.1 identify  
1.2 state factual information

The student will perform the steps in EO C.7-2 for providing explanation of bandaging.

1.1 identify  
1.2 state factual information

свёрнутая марля, трёх-  
угольная перевязка,  
липкие пластыри, "бабоч-  
ные" повязки

During "application of bandages" the student will demonstrate the application of the various types of bandages according to EO C.7-3.





TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
перевязка с давлением приостановить кровотечение стерильная перевязка	4.6 directions/ instructions/ commands	
прикрепить		
предосторожность	4.5 warnings	
повреждён		
закрепить		
привести место в непод- вижность		

1. Pressure dressings are used to control bleeding. A sterile dressing (or whatever is available) is placed over the wound and secured firmly with a bandage. Caution should be taken that the wound edges are not forced apart by the pressure or the circulation impaired.
2. Dressing and bandaging should be done only after the wound has been cleansed as well as possible.
3. Do not cover an open wound with a bandage. The bandage should be used to secure a dressing.
4. Bandages may be applied in many ways to splint or immobilize an area. The method depends on the body area. Ban-

TSO No. 91B.SF / C.7.01 / RU

TSO

EO

T.02

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X-36

# TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
липкий пластырь	4.6 directions/ instructions/ commands	The student will follow the steps in EO C.7-4 to supervise trainee perform- ance.  The student will follow the steps in EO C.7-5 to evaluate trainee perform- ance.
импровизированный поражение опухоль проверить	4.5 warnings	

dages may splint by themselves (ad-  
hesive strapping) or secure commer-  
cial or improvised splints.  
5. Injury causes swelling. Always check  
circulation after bandaging is com-  
pleted.

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments



Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X/	adhesive bandages	липкие пластыри	/X/	immobilize	делать неподвижным
/X/	adhesive strapping	липкий пластырь	/X/	immobilize an	привести место в неподвижность
/X/	affected part	больное место		area	
/X/	application	накладывание		impaired	подрезанный
/X/	apply pressure	применить давление		improvised	наскоро устроенный
/X/	bandage	бинт		improvised	импровизированный
/X/	bandage	перевязка		injury	повреждение
/	baseball bats	бейсбольная палка		injury	поражение
/X/	blown up	надутый		joints	суставы
/X/	"butterfly" ban-	"бабочные" повязки		lie	лежать
	dags			magazine	журнал
/X/	caution	предосторожность		metal	металлический
/X/	check	проверить		move	двигать
/X/	circulation	кровообращение		newspaper	газета
/X/	contamination	заражение		open wound	открытая рана
/X/	dislocations	вывихи		pad	дать мягкую набивку
/X/	emergency measures	аварийные меры		plastic splints	лубки из пластики
/X/	emergency treatment	аварийное лечение		pneumatic	пневматический
/X/	fracture	перелом		rolled gauze	свёрнутая марля

[illegible]

# TSO Map

TSO 91B.SF / C.7.01 / RU

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

### PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.01/RU: T.04

Technical Documents:

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<p><b>INTRODUCING THE DEMONSTRATION</b></p> <p>Gain attention 3.7/5.5.1/6.1.1/6.2/6.3</p> <p>Motivate 2.6/2.8/3.10.1/4.1</p> <p>State learning objectives 1.1/1.2</p> <p>Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2</p> <p>Explain evaluation 2.5.1/2.5.2/2.8/3.10.1</p>	<p><b>SUPERVISING STUDENT PERFORMANCE</b></p> <p>Answer questions 1.1/1.2/4.6/4.4/4.7</p> <p>Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2</p> <p>Provide supportive correction 3.2.1/4.1/4.4/4.7</p>
<p><b>PROVIDING EXPLANATION</b></p> <p>Issue warnings and cautions 4.5/2.4.1</p> <p>Identify parts and label them 1.1/1.2</p> <p>Identify steps in a procedure 1.1/1.2/4.6/6.2</p>	<p><b>EVALUATING PERFORMANCE</b></p> <p>Ask questions 1.3/2.5.1/2.11</p> <p>Express approval/disapproval 3.9.1/3.9.2</p> <p>Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7</p>
<p><b>DEMONSTRATING</b></p> <p>Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6</p> <p>Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6/3.10.1/4.5/4.6</p>	<p><b>PROVIDING GUIDANCE</b></p> <p>Encourage questions 6.9</p> <p>Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2</p> <p>Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2</p> <p>Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>



## TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.02 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations

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FM 31-20 Special Forces Operational Techniques

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Task Analysis, 10th SFG, Ft. Devens

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Interview/Survey Data: DLI Work Unit 35114

## COMMUNICATIVE TASK

## COMPONENTS

Role	Instructor
Com Act	Demonstrates
Audience	Group/ Individual
Topics	Fractures
Purpose	Training medics

## STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the procedures for treating fractures by: (1) identifying the signs that a fracture exists, (2) describing precautions to be taken with a fracture victim, and (3) demonstrating the steps in treating a fracture on a live model with a simulated fracture for the purpose of training medical specialists.

## CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
3 hours	30 min.
Materials/Equipment	Materials/Equipment
dictionary, technical	1-5 persons acting as
terms, splints and	trainees, splints and
bandages	bandages

<u>REGISTER</u>	
Speech	Print
<u>x</u> techno-jargon	technical
<u>x</u> formal	literary
<u>x</u> colloquial	informal

## MacroSTANDARDS

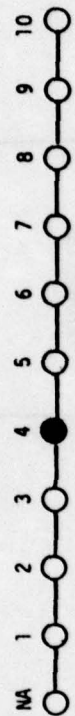
DESCRIPTION The student will accomplish the task stated above in a classroom setting. After demonstrating the steps in treating a fracture, the student will observe others treating fractures and provide them with verbal guidance and feedback.

<u>Functions</u>	<u>Vocabulary</u>
x 1.0 Fact Info	military
2.0 Intell Att	technical
3.0 Emo Att	<u>x</u> other
4.0 Suasion	<u>x</u> medical
5.0 Soc Rit	
6.0 Man Comm	

See T.04

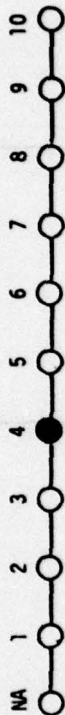
TASK SCENARIO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<u>FRACTURES</u>	ПЕРЕЛОМЫ		
I. What is done initially to treat a person with <u>fractures</u> is very important. Good, efficient <u>treatment</u> can prevent serious <u>complications</u> .	переломы лечение осложнения	3.10.1 importance 1.1 identify 1.2 state factual information	This scenario begins with the content/ context required for this TSO starting with E0 C.7-2.
II. Fractures are most commonly associated with the long bones ( <u>legs</u> , <u>arms</u> ) but any <u>bone</u> may fracture.	нога рука кость		The student will begin the demonstration communication activity by gaining attention, motivating, and stating the learning objectives as stipulated in E0 C.7-1.
III. The ideal way to diagnose fractures is by <u>X-ray</u> . When X-ray is not available, visual and tactile diagnosis can be made.	рентген		
IV. Types of fractures are grouped under two main categories- <u>closed fractures</u> and <u>open fractures</u> .	закрытый перелом и открытый перелом	1.1 identify 1.2 state factual information	
A. Closed fractures are breaks in a bone not associated with an open wound.			
B. Open fractures are breaks in a bone with a break in the <u>skin</u> . This fracture may also be called <u>compound</u> .	кожа сложный		

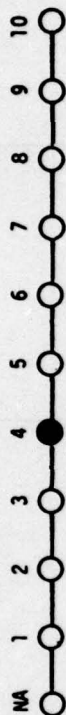


TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>C. Open or closed fractures may be further classified:</p> <ol style="list-style-type: none"> <li>1. A greenstick fracture occurs if the bone is not broken through. This is common in <u>children</u>.</li> <li>2. A fissure fracture occurs if there is little or no separation of the broken ends.</li> <li>3. <u>Oblique fractures</u> occur if the bone breaks diagonally.</li> <li>4. <u>Transverse fractures</u> occur if the bone breaks at right angles to the bone's length.</li> <li>5. <u>Impacted fractures</u> occur if the bone ends are jammed together.</li> <li>6. <u>Overriding fractures</u> occur if the bone ends slip past each other.</li> </ol>	<p>дети</p> <p>надлом</p> <p>косой перелом</p> <p>поперечный перелом</p> <p>вколоченный перелом</p>	<p>1.1 identify 1.2 state factual information</p>	<div data-bbox="656 302 786 743" style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions for each medical term, give examples and non-examples, and make comparisons.</p> </div>





TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>7. <u>Displaced fractures</u> occur if the bone ends separate completely.</p>	<p>перемещённый перелом</p>		
<p>8. <u>Pathologic fractures</u> may occur without warning in a diseased bone.</p>	<p>патологический перелом</p>		
<p>9. Stress fractures are due to overuse of the bone.</p>			
<p>V. <u>Cause of fractures</u></p>	<p>причина</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>A. Fractures may be caused by:</p> <ol style="list-style-type: none"> <li>1. A direct blow</li> <li>2. Opposing forces bending it beyond the breaking point</li> <li>3. A crushing blow</li> <li>4. Muscle action alone</li> </ol>			
<p>B. Ask the person or witness(es) "How did this happen?"</p>			
<p>VI. <u>Skull fractures</u></p>	<p>черепной перелом</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>A. Skull fractures have different classi-</p>			



## TASK SCENARIO

cations because of the shape of the head.

1. Depressed fractures displace bone pieces upward into the brain.
2. Linear fractures are single lines of fracture without bone displacement.
- B. Skull fractures are caused by:
  1. A direct blow to the head
  2. Crushing the head between two objects
  3. Hitting the head against a stationary object

## VII. Things to remember:

- A. One fracture is often accompanied by another.
- B. Generally, if a person can move the limb spontaneously, there is no serious fracture.
- C. Try to assess the fracture quickly. The

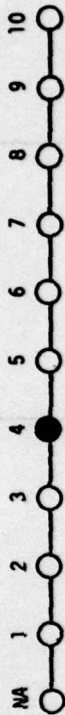
FUNCTIONS  
Major DescriptorsKEY TERMS  
Vocabulary ItemsCOMMENTS  
Culture/References/Supplements

линейный перелом

голова

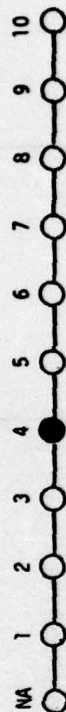
1.1 identify  
state factual  
information

2.3.1 remembering  
directions/  
instructions/  
commands

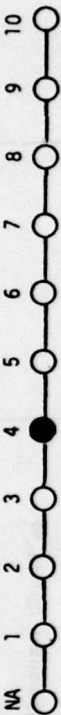


TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>pain is generally less in the first few minutes. You can assess the movement and feel the <u>broken bone</u> ends grating in the brief period before swelling occurs.</p>	<p>переломанная кость</p>		
<p>VIII. <u>Signs and symptoms of fractures</u></p>	<p>признаки и симптомы</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>A. The person feels or hears something "pop."</p>			
<p>B. There is considerable <u>pain and swelling</u> at the fracture site in most cases.</p>	<p>боль и опухоль</p>		
<p>C. To a degree, there may be loss of function in the affected area.</p>			
<p>D. There may be a "grating" sensation.</p>			
<p>E. The <u>bone</u> may protrude through the <u>skin</u>.</p>	<p>кость</p>		
<p>F. The limb may be in an unnatural position or shortened.</p>	<p>кожа</p>		
<p>G. With <u>skull fractures</u>, there may be bleeding from the <u>ears</u>, <u>nose</u>, <u>mouth</u>.</p>	<p>черепной перелом уши, нос, рот</p>		
<p>H. With skull fractures, there may be changes</p>			





TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>IX. <u>Treatment of fractures</u></p> <p>A. Hold the area <u>immobile</u> while assessing.</p> <p>B. Do not change the person's position or allow him to move until the <u>injuries</u> are assessed.</p> <p>C. Except in extreme emergencies, do not move the person until fractures are immobilized. Transport him only either lying flat or with shoulders slightly raised.</p> <p>D. Cleanse any open wounds and apply <u>sterile</u> or clean <u>bandage</u>.</p> <p>E. Place the injured area in a natural position. Support each side and apply a padded <u>splint</u>.</p> <p>F. <u>Splinting</u> should be done initially.</p>	<p>лечение</p> <p>неподвижно</p> <p>поражение</p>	<p>4.6 directions/instructions.</p> <p>4.5 warnings</p>	<p>The student will demonstrate on a live model the procedures in the treatment of fractures according to the steps in EO C.7-3.</p>
	<p>стерильный</p> <p>перевязка</p> <p>лугок</p> <p>наложение лугка</p>		



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>Later the person should be <u>X-rayed</u> and <u>casted</u>.</p> <p>X. <u>Complications</u></p> <p>A. Never apply a cast at first! This can result in damage to <u>tissue</u>, <u>muscle</u>, <u>nerve</u>, <u>blood vessel</u>, or <u>joints</u>. If the cast is left on, <u>malunion</u> and <u>non-union</u> of the bone can occur.</p> <p>B. A <u>dirty</u>, contaminated <u>wound</u> can cause infection.</p> <p>C. <u>Shock</u> may occur from extensive <u>injuries</u> or <u>bleeding</u>.</p> <p>D. In the case of skull fracture, <u>coma</u> may occur.</p> <p><u>STRAINS, SPRAINS, AND DISLOCATION</u></p> <p>I. <u>Strains</u></p> <p>A. A strain is a <u>rupture</u> in a <u>muscle</u> or the</p>	<p>просвечивать рентгеновскими лучами</p> <p>осложнения</p> <p>ткань, мускул, нерв, сосуд, суставы</p> <p>злосоединение несоединение</p> <p>грязный рана</p> <p>шок поражение</p> <p>кровотечение</p> <p>кома</p> <p>растяжения, растяжения, вывихи, растяжения</p> <p>разрыв мускула</p>	<p>4.5 warnings</p> <p>4.6 directions/instructions/commands</p> <p>1.1 identify</p> <p>1.2 state factual information</p>	<p>The student will provide explanation for strains, locations according to the steps in EO C.7-2.</p>



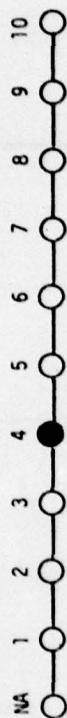
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☐ E0

TASK SCENARIO		KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>tendon</u> that bends it to the bone.</p> <p>B. The signs and symptoms of strains are <u>pain</u>, <u>tenderness</u>, <u>local distortion</u>, and often, <u>muscle spasm</u>. There is no <u>displacement</u> or "grating" sensation.</p> <p>C. Violent, unexpected movement may cause a strain.</p> <p>D. Resting and <u>splinting</u> (immobilizing) the affected area is the best immediate treatment. Heat is often applied to back strains to relieve muscle spasms. <u>Cold</u> compresses are often applied to leg strains to reduce swelling.</p>		сухожилле	1.1 identify 1.2 state factual information	<p>The student will demonstrate on a live model the procedures for treating strains according to E0 C.7-3.</p>
		боль, уязвимое место		
		спазма		
		наложение лубка		
<p>II. <u>Sprains</u></p> <p>A. Sprains are tears in the <u>ligaments</u> and <u>tendons</u> which bend and stabilize the</p>		горячий компресс		<p>The student will follow the steps in E0 C.7-2 to provide an explanation of sprains.</p>
		холодный компресс	1.1 identify 1.2 state factual information	
		растяжения		
		связка		
		сухожиллие		





TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>joints</u>. Sprain fractures occur if a small piece of bone is pulled off by the sprain.</p>	сустав		
<p>B. The signs and <u>symptoms</u> of a sprain are severe pain, tenderness in the area, loss of function of the affected part, swelling and ecchymosis (black and blue). The person can tolerate some passive motion and there is no "grating" sensation.</p>	признаки и симптомы	1.1 identify 1.2 state factual information	
<p>C. Sprains are caused by a sudden wrench or twist.</p>	лечение опухоль		
<p>D. Immediate <u>treatment of sprains</u> is aimed at reducing <u>swelling</u> and minimizing <u>tissue damage</u>. Rest and elevate the affected area whenever possible. <u>Cold compresses</u> may be applied to reduce swelling. Immobilize the area by</p>	растяжение поражение ткани холодный компресс	4.6 directions/instructions/commands	The student will perform according to EO C.7-3 to demonstrate the treatment of sprains.



## TASK SCENARIO

splinting or strapping.

## III. Dislocations

- A. Dislocation occurs when one bone is displaced from another at the joint. The bone slips out of the socket.
- B. The signs and symptoms of a dislocation are swelling, loss of function of the affected part, *unnatural* shape of the joint, disparity in length of the limbs, and severe pain. Since these symptoms are so like those of fractures, X-ray is the most positive form of diagnosis.
- C. Dislocations are caused by a twisting force applied to the bone near the joint, sudden spastic muscular contractions, or force transmitted directly to the joint caused by a fall.

KEY TERMS  
Vocabulary Items

вывихи  
кость  
сустав

FUNCTIONS  
Major Descriptors

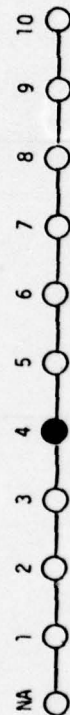
1.1 identify  
1.2 state factual  
information

1.1 identify  
1.2 state factual  
information

1.1 identify  
1.2 state factual  
information

COMMENTS  
Culture/References/Supplements

The student will perform according to EO C.7-2 to provide adequate explanation of dislocations.



TSO No. 91B.SF / C.7.02 / RU

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
D. Immediate treatment should be <u>immobiliza-</u> <u>tion</u> . <u>Dislocations</u> can be reduced, but require trained personnel. Reducing a dislocation improperly can cause further damage to the joint.	приведение в неподвижность вывихи	4.6 directions/ instructions/ commands  2.4.1 possibility	The student will follow the steps in EO C.7-3 to demonstrate the proper treatment of dislocations.  The student will supervise trainee per- formance according to EO C.7-4.  The student will evaluate trainee per- formance according to EO C.7-5.



LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/ commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

X-53

LPM Vocabulary Indices for TSO No. 91B.SF / C.7.02 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language:
/X/	air-filled splints	надувные лубки	/X/	break in the skin	разрыв кожи
/X/	analgesics	болеутоляющие	/X/	broken arms	переломанные руки, руки с переломом
/X/	ankle	лодыжка	/X/	broken elbows	переломанные локти
/X/	apply a dressing	поставить перевязку	/X/	broken jaw	перелом челюсти
/X/	apply a dressing	накладывать повязку	/X/	broken leg	переломанная нога
/X/	arm wound	ранение в руку	/X/	cane	тростник, палка
/X/	arterial damage	поражение артерий	/X/	casualty	поражённый, заболевший
/X/	back injury	поражение спины, травма спины	/X/	chest wound	ранение в грудь
/X/	back injury	поражение спинного хребта	/X/	circulation	циркуляция, кровообращение
/X/	backbone fracture	перелом позвоночника	/X/	closed fracture	закрытый перелом
/X/	bad leg	поражённая нога	/X/	color change	изменение цвета
/X/	bandage	перевязка, повязка, бинт	/X/	complications	осложнения
/X/	bandage	перевязывать, бинтовать	/X/	control bleeding	остановить кровотечение
/X/	bandaging	перевязка	/X/	cravat	галстук, шарф
/X/	baseball bats	бейсбольные дубины	/X/	determine	устанавливать
/X/	belt	пояс, боевой ремень	/X/	determine	определять
/X/	bind	связывать	/X/	diagnose	ставить диагноз
/X/	blood flow	кровотечение	/X/	dislocated shoulder	вывихнутое плечо
/X/	board splints	лубки из доски	/X/	dislocations	вывихи

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	door	дверь	<input checked="" type="checkbox"/>	improvised splints	лубки из подручных материалов
<input checked="" type="checkbox"/>	dress	перевязывать	<input checked="" type="checkbox"/>	improvised splints	импровизированные лубки
<input checked="" type="checkbox"/>	elbow wound	ранение в локоть	<input checked="" type="checkbox"/>	infection	заражение
<input checked="" type="checkbox"/>	emergency field dressing	запасные полевые повязки	<input checked="" type="checkbox"/>	injury	поражение, травма
			<input checked="" type="checkbox"/>	joints	суставы
<input checked="" type="checkbox"/>	exposed (uncovered)	обнажённый	<input checked="" type="checkbox"/>	knee wound	ранение в колено
<input checked="" type="checkbox"/>	field dressing	полевая перевязка	<input checked="" type="checkbox"/>	ladder	лесница
<input checked="" type="checkbox"/>	fingers	пальцы на руке	<input checked="" type="checkbox"/>	leg wound	ранение в ногу
<input checked="" type="checkbox"/>	foot	нога	<input checked="" type="checkbox"/>	lessen the pain	уменьшать боль
<input checked="" type="checkbox"/>	foot wound	ранение в ногу	<input checked="" type="checkbox"/>	loss of blood	потеря крови
<input checked="" type="checkbox"/>	fracture	вызывать перелом, раздробляться	<input checked="" type="checkbox"/>	loss of feeling	потеря чувствительности
<input checked="" type="checkbox"/>	fractures	переломы	<input checked="" type="checkbox"/>	malunion	злосоединение
<input checked="" type="checkbox"/>	good leg	неповреждённая нога	<input checked="" type="checkbox"/>	muscle	мускул
<input checked="" type="checkbox"/>	hand wound	ранение в руку	<input checked="" type="checkbox"/>	nerve	нерв
<input checked="" type="checkbox"/>	head wound	головная рана	<input checked="" type="checkbox"/>	nerve damage	поражение нервов
<input checked="" type="checkbox"/>	hemorrhagic shock	геморрагический шок	<input checked="" type="checkbox"/>	never heals	никогда не заживает
<input checked="" type="checkbox"/>	hip wound	рачение в бедро	<input checked="" type="checkbox"/>	nonunion	несоединение
<input checked="" type="checkbox"/>	immobilize	привести в неподвижность	<input checked="" type="checkbox"/>	observation	наблюдение
<input checked="" type="checkbox"/>	immobilize joints	наложить лубок на суставы	<input checked="" type="checkbox"/>	open fracture	открытый перелом



T.04

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LPM Vocabulary Indices for TSO No. 91B.SF / C.7.02 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	pad	подкладывать что-либо мягкое	<input checked="" type="checkbox"/>	sterile	стерильный
<input checked="" type="checkbox"/>	pain	боль, боли	<input checked="" type="checkbox"/>	sterile dressing	стерильная перевязка
<input checked="" type="checkbox"/>	permanent damage	необратимое поражение	<input checked="" type="checkbox"/>	sterile gauze pads	стерилизованная марля
<input checked="" type="checkbox"/>	pillow	подушка	<input checked="" type="checkbox"/>	tape	тесьма
<input checked="" type="checkbox"/>	prevent contamination	недопустить заражения раны	<input checked="" type="checkbox"/>	tightly rolled up	тесная скатка газет
	tion			newspapers	
<input checked="" type="checkbox"/>	pulse	пульс	<input checked="" type="checkbox"/>	tissue	ткань
<input checked="" type="checkbox"/>	restrict	ограничивать	<input checked="" type="checkbox"/>	tissue injury	поражение ткани
<input checked="" type="checkbox"/>	secure	закрепить	<input checked="" type="checkbox"/>	toes	пальцы на ноге
<input checked="" type="checkbox"/>	signs and symptoms	признаки и симптомы	<input checked="" type="checkbox"/>	Thomas leg splint	ножные лубки "ТОМАСА"
<input checked="" type="checkbox"/>	simple fracture	простой перелом	<input checked="" type="checkbox"/>	traction splints	тяговые лубки
<input checked="" type="checkbox"/>	site of injury	место поражения	<input checked="" type="checkbox"/>	treat	лечить
<input checked="" type="checkbox"/>	shock	шок	<input checked="" type="checkbox"/>	treatment	лечение
<input checked="" type="checkbox"/>	shoulder wound	ранение в плечо	<input checked="" type="checkbox"/>	treatment of dis-	лечение вывихов
<input checked="" type="checkbox"/>	splint	лубок, тутор		location	
<input checked="" type="checkbox"/>	splint	накладывать лубок	<input checked="" type="checkbox"/>	treatment of frac-	лечение переломов
<input checked="" type="checkbox"/>	splinting	наложение лубка		tures	
<input checked="" type="checkbox"/>	sprain	растянуть	<input checked="" type="checkbox"/>	treatment of sprains	лечение растяжений
<input checked="" type="checkbox"/>	sprains	растяжения	<input checked="" type="checkbox"/>	triangular bandages	треугольные перевязки

[illegible]

# TSO Map

TSO 91B.SF / C.7.02 / RU

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

### PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.02/RU: T.04

Technical Documents:

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

M.01

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<b>INTRODUCING THE DEMONSTRATION</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1	<b>SUPERVISING STUDENT PERFORMANCE</b> Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7
<b>PROVIDING EXPLANATION</b> Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2	<b>EVALUATING PERFORMANCE</b> Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7
<b>DEMONSTRATING</b> Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6	<b>PROVIDING GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7



## Page T.01

**DOCUMENTATION:** FM 31-21 Special Forces Operations

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FM 31-20 Special Forces Operational Techniques

## COMPONENTS

## STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the treatment of shock by: (1) identifying the symptoms of shock, (2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the procedures to be followed when shock symptoms exist for the purpose of training medical specialists.

situation on a group or individual basis the treatment of shock by: (1) identifying the symptoms of shock, (2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the procedures to be followed when shock symptoms exist for the purpose of training medical specialists.

(2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the procedures to be followed when shock symptoms exist for the purpose of training medical specialists.

**procedures to be followed when shock symptoms exist for the purpose of training medical specialists.**

## MacroSTANDARDS

## PERFORMANCE TIME

30 min.

## Materials/Equipment

1-5 persons acting as

trainee(s)

## REGISTER

Print

**technical**

## literary informal

Print

**technical**

literary  
informal

**See T.04**

LPM INDICES

## Functions

**x 1.0 Fact Info**

2.0 Intelli A

3.0 Emo Att

**4.0 Suasion**

5.0 Soc Rit  
6.0 Man Comm

## Vocabulary

**military**

technical

other \_\_\_\_\_

**See T.04**

TSO No. 918.SF / C.7.03 / RU

TSO

EO



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## TASK SCENARIO

KEY TERMS  
Vocabulary ItemsFUNCTIONS  
Major DescriptorsCOMMENTS  
Culture/References/Supplements

## SHOCK

I. Shock may occur with many conditions both traumatic and non-traumatic

## A. Traumatic shock

1. Severe bleeding produces shock by reducing the body's blood volume.

2. Severe burns cause shock in the same way.

3. Electric shock may be caused by commercial electricity or lightning.

It may cause the heart to twitch (fibrillate) so it cannot pump and circulation fails.

## B. Non-traumatic shock

1. Overwhelming infection (sepsis) can cause shock when the infection invades the bloodstream.

ШОК

травматический и нетравматический

профузное кровотечение

глухой ожог

электрический

молния

подёргивать, подёргать

подавляющее заражение (сепсис)

кровеносные сосуды

The student will gain attention, motivate, and state the lesson objectives according to EO C.7-1.

This scenario starts with the content required in EO C.7-2.

The student must be able to give simple definitions of medical terms, provide examples and non-examples, and make comparisons when necessary.

\*The five questions asked during the presentation (EO C.7-2) will be requests for explanation of a medical term.

2.4.1 possibility

2.4.1 possibility

1.2 state factual information

1.1 identify state factual information  
1.2

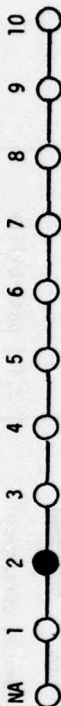
TSO No. 91B.SF / C.7.03 / RU

TSO

EO

T.02

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# TASK SCENARIO

## COMMENTS

### FUNCTIONS

### KEY TERMS

### Vocabulary Items

### Major Descriptors

### Culture/References/Supplements

2. Anaphylactic shock occurs when the body reacts extremely to a foreign substance (i.e., bee sting, certain medicines, certain foods). Anaphylactic shock can cause death if measures are not taken immediately.

## II. Symptoms of shock

- A. Always treat a badly injured person for shock even if symptoms aren't present.
- B. Any or all symptoms of shock may be apparent immediately or may occur gradually.
- C. The symptoms of shock are:

1. weakness
2. faintness
3. mental sluggishness
4. dreaminess
5. semiconsciousness or unconsciousness

1.2 state factual information

4.5 warning

1.1 identify state factual  
1.2 information

анафилактический шок

меры

симптомы (признаки) шока

тяжело раненый

слабость

дурнота

умственная вялость

мечтательность

полусознательность или бессознательность



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
6. The person may also be <u>anxious</u> and <u>restless</u> .	беспокойный неутомленный	2.4.1 possibility	
7. The person's <u>face</u> may be drawn, pale ("ashy," if a black) or <u>bluish</u> .	лицо бледное синеватый	2.4.1 possibility	
8. The person's eyes may become vacant and dull with <u>dilated pupils</u>	глаза тусклый расширенные зрачки	2.4.1 possibility	
9. The person's <u>breathing</u> may be <u>shallow</u> , <u>rapid</u> , or <u>irregular</u> .	дыхание	2.4.1 possibility	
10. The person's <u>skin</u> may be <u>cold</u> , <u>moist</u> , <u>clammy</u> .	поверхностное, учащенное, неправильное кожа, холодная влажная, липкая	2.4.1 possibility	
11. The person may complain of nausea or thirst.	жаловаться тошнота или жажда	2.4.1 possibility	
12. The person may <u>vomit</u> .	извергать	2.4.1 possibility	
13. The person's <u>pulse</u> may be <u>weak</u> , <u>soft</u> , and <u>rapid</u> .	пульс, слабый мягкий, быстрый	2.4.1 possibility	
14. The person's blood pressure may be <u>low</u> .	кровенное давление пониженное	2.4.1 possibility	





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X-64

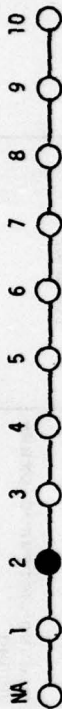
## TASK SCENARIO

COMMENTS  
Culture/References/Supplements

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
C. If the person is up, have him lie down. 1. If the shock is complicated by many injuries, it is best to leave the person completely flat. If the person has a head injury, also keep him flat.	ложиться осложнён поражения распространённый во всю длину поражение головы	4.6 directions/ instructions/ commands	
2. If you are sure the person suffers from uncomplicated shock, position him with his head and back flat and legs elevated.	страдать, пострадать голова и спина ноги поднятые	4.6 directions/ instructions/ commands	
3. If the person is having trouble breathing, position him with his head and chest elevated and legs flat.	затруднение дышать грудная клетка	4.6 directions/ instructions/ commands	
4. If there is bleeding and/or drainage from the mouth, elevate the head and chest slightly. Position the person on his side to	кровотечение выделение изо рта	4.6 directions/ instructions/ commands	*Ideally, the patient should be lying flat. However, bleeding or drainage from the mouth force you to correct the problem of choking by raising the head or turning the patient on his side.



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>prevent him from <u>choking</u>.</p> <p>D. Keep the person <u>warm</u> by covering him with whatever is available. Place the cover under as well as over him.</p> <p>Do not overheat.</p>	<p>предотвратить <u>душить</u> ся, задушиться тепло, накрывать</p>	<p>4.6 directions/ instructions/ commands</p>	
<p>E. If the person is able to take <u>fluids</u> by mouth, <u>urge</u> him to take as much as possible. <u>Fluids</u> with <u>sugar</u> or salt, <u>orange juice</u>, and <u>carbonated drinks</u> are good.</p>	<p>слишком разогреть жидкость настаивать на сахар или соль апельсиновый сок и газир- ованные воды</p>	<p>4.6 directions/ instructions/ commands</p>	
<p>F. Anaphylactic shock must be <u>treated</u> with <u>medication</u>. <u>Epinephrine</u> is the <u>drug</u> usually used. If available, <u>oxygen</u> should also be administered.</p>	<p>лечить лекарство, эпинефрин лекарство кислород</p>	<p>2.6 need 4.6 directions/ instructions/ commands</p>	
<p>G. Electrical shock must first be treated by breaking the <u>contact</u> between the person and the <u>electrical source</u>. Then begin <u>cardiopulmonary resuscita-</u></p>	<p>соприкосновение источник сердечно-лёгочное ожив- ление</p>	<p>2.6 need 4.6 directions/ instructions/ commands</p>	



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>tion. If the person resumes normal breathing, keep him warm and lying quietly. Watch for <u>signs of secondary shock</u>.</p>	<p>признаки вторичного шока</p>		
<p>All cases of shock should require further medical treatment or <u>hospitalization</u>. What you do initially to treat shock may mean the difference between <u>life and death</u>.</p>	<p>случаи шока пребывание в больнице может спасти вам жизнь</p>	<p>1.2 state factual information 2.8 obligation</p>	<p>The student will demonstrate his ability to supervise trainee performance (EO C.7-4) and evaluate performance (EO C.7-5) after the demonstration of "treatment for shock."</p>

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/ commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments



Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	anaphylactic shock	анафилактический шок	<input type="checkbox"/>	complain	жаловаться
<input type="checkbox"/>	anxious	беспокойный	<input type="checkbox"/>	complicated	осложнённый
<input checked="" type="checkbox"/>	back	спина	<input checked="" type="checkbox"/>	contact	соприкосновение
<input checked="" type="checkbox"/>	badly injured	тяжело раненый	<input checked="" type="checkbox"/>	dilated pupils	расширенные зрачки
	person		<input checked="" type="checkbox"/>	drainage from the mouth	выделение изо рта
<input checked="" type="checkbox"/>	bleeding	кровотечение		dreaminess	мечтательность
<input checked="" type="checkbox"/>	blood pressure	кровяное давление	<input type="checkbox"/>	drug	лекарство
<input checked="" type="checkbox"/>	blood stream	кровеносные сосуды	<input checked="" type="checkbox"/>	dull	тусклый
<input checked="" type="checkbox"/>	bluish	синеватый	<input type="checkbox"/>	electric	электрический
<input checked="" type="checkbox"/>	breathe	дышать	<input type="checkbox"/>	elevated	поднятый
<input type="checkbox"/>	breathing	дыхание	<input type="checkbox"/>	epinephrine	эпинефрин
<input type="checkbox"/>	carbonated drinks	газированные воды	<input type="checkbox"/>	eyes	глаза
<input type="checkbox"/>	cardiopulmonary resuscitation	сердечно-лёгочное оживление	<input checked="" type="checkbox"/>	face	лицо
<input checked="" type="checkbox"/>	cases of shock	случаи шока	<input checked="" type="checkbox"/>	faintness	дурнота
<input checked="" type="checkbox"/>	chest	грудная клетка	<input type="checkbox"/>	flat	растёртый во всю длину
<input checked="" type="checkbox"/>	choke	душиться	<input checked="" type="checkbox"/>	fluids	жидкость
<input checked="" type="checkbox"/>	clammy	липкий	<input checked="" type="checkbox"/>	head	голова
<input checked="" type="checkbox"/>	cold	холодный	<input checked="" type="checkbox"/>	head injury	поражение головы

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	heart attack	сердечный приступ	<input type="checkbox"/>	mottled blue skin	испещренная синяя кожа
<input type="checkbox"/>	hospitalization	пребывание в больнице	<input checked="" type="checkbox"/>	pause	тошнота
<input checked="" type="checkbox"/>	increase in temperature	повышение температуры	<input checked="" type="checkbox"/>	necessary	необходимо
			<input checked="" type="checkbox"/>	non-traumatic	нетравматический
<input checked="" type="checkbox"/>	injuries	повреждения	<input type="checkbox"/>	orange juice	апельсиновый сок
<input checked="" type="checkbox"/>	irregular	неправильный	<input checked="" type="checkbox"/>	overheat	слишком разогреться
<input checked="" type="checkbox"/>	leg	нога	<input type="checkbox"/>	overwhelming infection	подавляющее заражение
<input checked="" type="checkbox"/>	lie down	ложиться		tion	
<input type="checkbox"/>	life-threatening	жизнеугрожающий	<input checked="" type="checkbox"/>	oxygen	кислород
<input type="checkbox"/>	lightning	молния	<input checked="" type="checkbox"/>	pale	бледное
<input checked="" type="checkbox"/>	lung congestion	закупорка лёгких	<input checked="" type="checkbox"/>	prevent	предотвратить
<input checked="" type="checkbox"/>	may mean the difference	может спасти вам жизнь	<input checked="" type="checkbox"/>	pulse	пульс
			<input checked="" type="checkbox"/>	rapid (breathing)	учащенный
	between life and death		<input checked="" type="checkbox"/>	rapid (pulse)	быстрый
			<input type="checkbox"/>	restless	неугомонный
<input type="checkbox"/>	measures	меры	<input checked="" type="checkbox"/>	salt	соль
<input checked="" type="checkbox"/>	medication	лекарство	<input checked="" type="checkbox"/>	semiconsciousness	полубессознательность
<input type="checkbox"/>	mental sluggishness	умственная вялость	<input type="checkbox"/>	sepsis	сепсис
<input checked="" type="checkbox"/>	moist	влажный	<input type="checkbox"/>	septic shock	септический шок

T.04

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LPM Vocabulary Indices for ISO No. 91B.SF / C.7.03 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	severe bleeding	профузное кровотечение	<input checked="" type="checkbox"/>	treatment of shock	лечение от шока
<input checked="" type="checkbox"/>	severe burn	глубокий ожог	<input checked="" type="checkbox"/>	trouble	затруднение
<input checked="" type="checkbox"/>	severe coughing	сильная кашель	<input type="checkbox"/>	twitch	подергивать
<input checked="" type="checkbox"/>	severe headache	дильная боль головы	<input checked="" type="checkbox"/>	unconsciousness	бессознательность
<input checked="" type="checkbox"/>	shaking	холодовая дрожь	<input type="checkbox"/>	urge	настаивать на
<input type="checkbox"/>	shallow	поверхностный	<input checked="" type="checkbox"/>	vomit	извергать
<input checked="" type="checkbox"/>	shock	шок	<input checked="" type="checkbox"/>	warm	тёплый
<input checked="" type="checkbox"/>	shortness of breath	одышка (диспноэ)	<input checked="" type="checkbox"/>	weak	слабый
<input type="checkbox"/>	signs of secondary shock	признаки вторичного шока	<input type="checkbox"/>	weakness	слабость
<input checked="" type="checkbox"/>	skin	кожа	<input type="checkbox"/>		
<input type="checkbox"/>	soft	мягкий	<input type="checkbox"/>		
<input type="checkbox"/>	source	источник	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	suffer	страдать	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	sugar	сахар	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	symptoms of shock	симптомы шока, признаки шока	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	thirst	жажда	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	traumatic	травматический	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	treat	лечить	<input type="checkbox"/>		



# TSO Map

TSO 91B.SF / C.7.03 / RU

## RECOMMENDED TRAINING SEQUENCE

NA 1 ② 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

- ☒ linear ☐ hierarchical ☐ solitary
- ☒ job criticality ☐ dependent relationship ☐ independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7/RU: T.04

Technical Documents:

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

M.01

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<b>INTRODUCING THE DEMONSTRATION</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1	<b>SUPERVISING STUDENT PERFORMANCE</b> Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7
<b>PROVIDING EXPLANATION</b> Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2	<b>EVALUATING PERFORMANCE</b> Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7
<b>DEMONSTRATING</b> Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/2.4.1/2.4.2/2.6 3.10.1/4.5/4.6	<b>PROVIDING GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7

## TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.04 / RU

## COMMUNICATIVE TASK

## COMPONENTS

Role	Instructor
------	------------

Com Act Demonstrates

Audience	Group/Individual
1. <u>General Public</u>	Group
2. <u>Students</u>	Individual
3. <u>Teachers</u>	Individual
4. <u>Parents</u>	Group
5. <u>Community</u>	Group
6. <u>Government</u>	Group
7. <u>Business</u>	Group
8. <u>Media</u>	Group
9. <u>Religious</u>	Group
10. <u>Academic</u>	Group
11. <u>Non-Profit</u>	Group
12. <u>Government</u>	Group
13. <u>Business</u>	Group
14. <u>Media</u>	Group
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132. <u>Government</u>	Group
133. <u>Business</u>	Group
134. <u>Media</u>	Group
135. <u>Religious</u>	Group
136. <u>Academic</u>	Group

Topics	Lifesaving steps
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Purpose	Training methods
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## STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on an individual or group basis the four lifesaving steps by: (1) identifying the four lifesaving steps in order, and (2) demonstrating on a live model the procedures for clearing the air passage, stopping bleeding, treating for shock, and protecting wounds for the purpose of training medical specialists.

## CONDITIONS

### PREPARATION TIME

2 hours

## Materials/Equipment

**dictionary, technical**

terms, medical FM

## REGISTER

	Speech	Print
—	techno-jargon	technical
—	formal	literary
x	colloquial	informal

## PERFORMANCE TIME

**20 min.**

## Materials/Equipment

**1-5 persons acting as**

## trainees

## MacroSTANDARDS

**DESCRIPTION** The student will present a lesson of lifesaving steps. He will be asked three questions on each lifesaving step. He must answer each question correctly.

## LPM INDICES

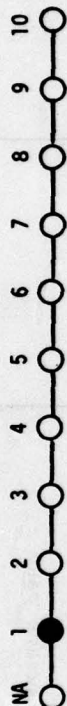
## Functions

x	1.0	Fact Info
—	2.0	Intell Att
—	3.0	Emo Att
x	4.0	Suasion
—	5.0	Soc Rit
—	6.0	Man Comm

## Vocabulary

<u>  X  </u>	military	
<u>      </u>	technical	
<u>      </u>	other	

See T.04



# TASK SCENARIO

## KEY TERMS Vocabulary Items

## FUNCTIONS Major Descriptors

## COMMENTS Culture/References/Supplements

Good day. My name is \_\_\_\_.

I am your medical instructor.

The lesson for today is to learn the following TASK:

Apply the four life-saving measures

Clear the air passages

Stop the bleeding

Treat for shock

Protect the wound

Let's take the following CONDITIONS. You be a simulated, conscious casualty with non-arterial bleeding from a leg or arm wound. We have here a field first-aid dressing and a poncho.

Over here we have a training manikin. This casualty's wound

### ЗАДАНИЕ

очистить дыхательный канал

прекратить кровотечение

лечить от шока

защищать рану, предотвращать рану

УСЛОВИЯ ЗАДАЧИ

обусловленно пораженный пораженный в сознании неартериальное кровотечение

ранение в ногу

ранение в руку

полевая перевязка первой помощи

тренировочный манекен

рана, ранение

4.6 directions/instructions/commands

1.1 identify  
1.2 state factual information

The student will gain attention, motivate, and state the learning objectives. See EO C.7-1.

Although this task is or can be accomplished as a "demonstration" by the 91B MOS holder, the Soviet current usage of verbs and medical phrases is noted extensively. This was done for this task because: (1) it is the highest priority training task required of 91B SF personnel; (2) it is usually the first task taught; and (3) most of the phrases and expressions that can be employed communicatively in this task are high frequency expression used throughout the 91B SF mission.





T.02

Page 2 of 12

X-74

## TASK SCENARIO

KEY TERMS  
Vocabulary ItemsFUNCTIONS  
Major DescriptorsCOMMENTS  
Culture/References/Supplements

has stopped bleeding after we applied the field first-aid dressing and direct pressure. Like this. Let's say the casualty becomes unconscious, stops breathing, and has no heartbeat.

Now we must be able to reach the following STANDARDS:

With our live friend here with the leg wound we must do the following things within five minutes:

Check the casualty's air passages.

Stop the bleeding

Treat for shock

Protect the wound

кровотечение

непосредственное давление

терять сознание  
преостановить дыхание  
нет пульсации сердца

НОРМЫ

4.6 directions/  
instructions/  
commands

4.6 directions/  
instructions/  
commands

проверьте дыхательный  
проход пораженного

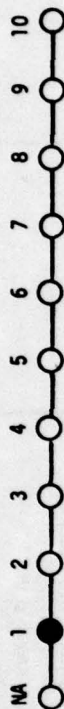
прекратить кровотечение

лечить от шока

защищать рану

The student will provide an overview of the procedures for the lifesaving step. (EO C.7-1, D.)

The student will explain how evaluation of trainee performance will be conducted. He will describe the GO-NO GO standard. (EO C.7-1, E.)



## TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
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With our manikin we must be able within twenty seconds to do these things:

Clear the casualty's air passages.

Begin to administer mouth-to-mouth

respiration and closed-chest

heart massage. We will continue this for three minutes.

Now we shall start the TRAINING.

The first lifesaving measure is to clear the air passages and reg-

ulate breathing, and heartbeats

if you have to.

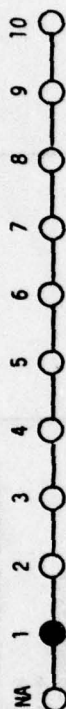
First, examine the casualty's mouth. Remove anything in there.

Look for false teeth, mucus or

vomit. Artificial respiration

The student will provide explanation (EO C.7-2) and model the behaviors in successful performance of the lifesaving steps (EO C.7-3).

The student must be able to provide simple definitions of each medical term, give examples and non-examples, and make comparisons, when necessary.



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TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
or closed-chest heart massage may be necessary. Second, turn the casualty's head to the side so that it can drain.	дренировать рану дренирование раны		The presentation style as presented in this set follows closely the training methodology and organization in current use.
The second life-saving measure is to stop the bleeding.	осматривать пораженного	1.1 identify directions/ 4.6 instructions/ commands	That is, statements of tasks, conditions, and standards are given to the Guerilla personnel by the 91B SF instructor.
First, look over the casualty to determine the location and seriousness of all wounds.	определять местоположение		This sample is intended to show that the "language learning" can also incorporate training principles conforming to TRADOC guidelines.
Treat the most serious wound first. Second, without touching the wound, take the clothing away so that the wound is exposed.	соприкасаться		
Third, apply the field first-aid dressing like this. Don't contaminate the wound or contaminate the dressing. Follow my instructions.	обнаживать рану  заражать перевязку заражать рану указания	4.5 warnings	





TSO

E0



TASK SCENARIO

KEY TERMS  
Vocabulary Items

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements

Fourth thing is elevate the wound, if possible. Use the casualty's helmet, pack, a rock, or anything. Just be sure you are not elevating a broken bone. Fifth, apply pressure with your hand over the bandage until the bleeding stops. If the pressure dressing is filled with blood, the bleeding is uncontrolled. A tourniquet is required. To stop the bleeding with a tourniquet:

Place a loop of a sling or belt between the wound and the heart. Put it as close to the wound as possible. Put the tourniquet above the knee or elbow, since the wound is on the arm or leg.

поднимать, повышать  
подпелмник  
вещевой мешок  
кость с переломом,  
переломанная кость  
напирать, оказывать  
давление  
перевязка, повязка, бинт  
нажимная перевязка  
беспрепятственный  
турникет

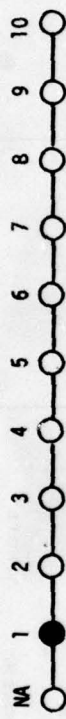
4.6 directions/  
instructions/  
commands

The remainder of this scenario (pages 5 - 12) provide the content, key vocabulary, and language functions for providing explanations and demonstrations for the lifesaving steps.

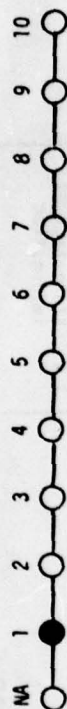
4.6 directions/  
instructions/  
commands

E0 C.7-4 SUPERVISING STUDENT PERFORMANCE and E0 C.7-5 EVALUATING PERFORMANCE are conducted in accordance with their functions breakdown. The same medical terms are used again.

петля от рюкзак  
пояс  
сердце  
колени  
локоть



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Next, <u>tighten the tourniquet</u> to stop the flow of blood.	затягивать турникет	4.6 directions/ instructions/ commands	
<u>Bind</u> the end of the sling or belt so that it will not come loose.	связывать		
Now put a "T" on the casualty's <u>forehead using mud, grease pencil,</u> or the like.	лоб жирный карандаш	4.6 directions/ instructions/ commands	
Remember <u>not to loosen</u> or remove the tourniquet. This should be done only by <u>trained</u> <u>medical personnel</u> .	ослаблять турникет	2.3.1 remembering  4.5 warning	
If an <u>unconscious casualty</u> must be left <u>unattended</u> , he should be placed on his <u>stomach</u> with his <u>face to the side</u> . This will keep the <u>patient</u> from <u>choking to death</u> on <u>blood</u> or other <u>fluids</u> .	профессиональный медицинский личный состав  пораженный без сознания без призора живот, желудок лицом на бок больной, заболевший душиться кровь жидкость	4.6 directions/ instructions/ commands	



# TASK SCENARIO

The third life-saving measure is to treat for shock.

The first thing you do is loosen tight clothing at the neck, waist and feet. This makes circulation of the blood easier.

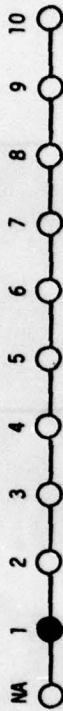
Second, lay the casualty on his back, and elevate the feet 10 to 15 centimeters. This also increases circulation and reduces strain on the heart.

Third, warm the casualty by placing him or wrapping him in his poncho.

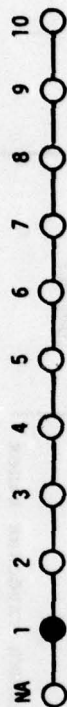
Next assure the casualty by being calm and firm while applying first aid. If he asks how badly he is hurt, tell him you will

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
ослаблять тесную одежду шея пояс ноги циркуляция крови спина	4.6 directions/ instructions/ commands  4.6 directions/ instructions/ commands	
увеличивать сокращать сердечное напряжение	4.6 directions/ instructions/ commands	
заверять пораженного оказывать первую помощь	4.7 corrections	

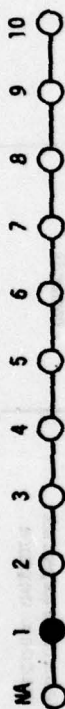




TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>get him to a doctor soon.</u></p> <p>The fourth life-saving measure is to protect the wound. You must protect the wound from <u>contamination</u> and further <u>injury</u>. The pressure dressing may be enough protection. But if a bone is broken, then you must put on a <u>splint</u> also.</p> <p>Now let's say that the casualty becomes unconscious, stops breathing, and has no heartbeat. You will have to give the casualty closed heart massage as well as artificial respiration immediately. This will keep up circulation and blood flowing to the <u>brain</u>.</p>	<p>повезти к доктору</p> <p>заражение</p> <p>поражение травма</p> <p>лубок</p>	<p>4.6 directions/ instructions/ commands</p> <p>2.4.1 possibility 2.8 obligation 4.6 directions/ instructions/ commands</p> <p>1.2 state factual information</p>	



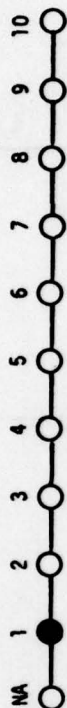
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>This is the way you do it. First put the casualty on a <u>solid surface</u>. Now <u>kneel</u> at a right angle to the casualty's <u>chest</u> so that you can use your weight to apply pressure on his <u>breastbone</u>. Place the <u>heel of one hand</u> on the lower half of the breastbone like this. Spread and raise your fingers so you can apply pressure without pressing the <u>ribs</u>. Place your other hand on top of the first. If the casualty is a <u>child</u>, just use one hand. If the casualty is an <u>infant</u>, just use your finger tips.</p> <p>Now you are ready to <u>administer</u> closed heart <u>massage</u>. Lean for-</p>	<p>твердая поверхность становить на колени грудная клетка грудная кость пятка руки</p>	<p>4.6 directions/ instructions/ commands</p>	<p>4.6 directions/ instructions/ commands</p>
<p>ребра ребенок, дитя младенец, ребенок сделать закрытый массаж сердца</p>			



TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>ward to bring your <u>shoulders</u> right above the casualty's breastbone. Press straight down so that the breastbone moves 1 and a half to 2 inches. Too much pressure may <u>fracture</u> the casualty's ribs. If it is a child or infant, press lightly.</p> <p>Next <u>release the pressure</u> immediately, lifting the hands slightly.</p> <p>Now you need to <u>administer mouth-to-mouth artificial respiration</u> and closed heart massage: clear the air passages, <u>tilt the casualty's head back</u>. The head is in a <u>chin-up position</u>. Seal the nose like this.</p> <p><u>Take a deep breath, open your</u></p>	<p>плечи</p> <p>вызывать перелом</p> <p>ослаблять давление</p> <p>искусственное дыхание в рот</p> <p>поварачивать голову назад</p> <p>положение "подбородок вверх"</p> <p>сделать глубокий вдох</p>	<p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p> <p>4.6 directions/ instructions/ commands</p>





## TASK SCENARIO

FUNCTIONS  
Major DescriptorsKEY TERMS  
Vocabulary ItemsCOMMENTS  
Culture/References/Supplements

mouth wide, and make an airtight seal around the casualty's mouth.

Blow three to five breaths.

Watch for the chest to rise.

Then apply 15 closed heart massages

and then two breaths. Continue

this procedure until a second

person comes to help.

After a few minutes, check for

pulse. Put your fingers on the

neck or look for movement of the

artery in his neck. If a weak,

irregular pulse or no pulse,

elevate the legs about 10 centi-

meters. Continue the heart

massage and the mouth-to-mouth

resuscitation until the casualty

is able to breathe. You may have

дышать

раскройте рот  
сделайте воздушную  
проницаемую изоляцию

выдохнуть ТРИ-ПЯТЬ вы-  
дохов

4.6 directions/  
instructions/  
commands

проверьте пульс

4.6 directions/  
instructions/  
commands

слабый или аритмичный  
пульс

поднять ноги пораженного

4.6 directions/  
instructions/  
commands

дыхание рот в рот

resuscitation until the casualty

is able to breathe. You may have

дышать



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TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
to perform these <u>resuscitative</u> <u>measures</u> a long time.	ожидающие меры		The student will demonstrate his/her ability to supervise student performance (EO C.7-4), evaluate performance (EO C.7-5).  The student will continue throughout the lesson to demonstrate his/her ability to provide communicative guidance (EO C.7-6).

LPM Functional Indices for "DEMONSTRATES"

Page 1 of 1

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/ commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

X-85



Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	administer	делать, сделать	<input checked="" type="checkbox"/>	bind	связывать
<input checked="" type="checkbox"/>	administer closed-heart massage	сделать закрытый массаж сердца	<input checked="" type="checkbox"/>	bleeding	кровотечение
<input type="checkbox"/>	air passage	дыхательный проход	<input checked="" type="checkbox"/>	blood	кровь
<input checked="" type="checkbox"/>	air passages	дыхательный канал	<input checked="" type="checkbox"/>	brain	мозг
<input checked="" type="checkbox"/>	airtight seal	воздухонепроницаемая изоляция	<input checked="" type="checkbox"/>	breathe	дышать
<input checked="" type="checkbox"/>	apply	оказывать	<input checked="" type="checkbox"/>	broken bone	переломанная кость
<input checked="" type="checkbox"/>	apply first aid	оказывать первую помощь	<input checked="" type="checkbox"/>	check	проверить
<input checked="" type="checkbox"/>	apply pressure	напирать, оказывать давление	<input checked="" type="checkbox"/>	chest	грудная клетка
<input checked="" type="checkbox"/>	arm wound	ранение в руку	<input checked="" type="checkbox"/>	check for pulse	проверьте пульс
<input checked="" type="checkbox"/>	artificial respiration	искусственное дыхание	<input checked="" type="checkbox"/>	child	ребенок, дитя
<input checked="" type="checkbox"/>	mouth-to-mouth artificial respiration	искусственное дыхание рот в рот	<input checked="" type="checkbox"/>	chin-up position	положение "подбородок вверх"
<input checked="" type="checkbox"/>	artificial		<input checked="" type="checkbox"/>	choke	душиться
<input checked="" type="checkbox"/>	respiration		<input checked="" type="checkbox"/>	clear	очистить
<input checked="" type="checkbox"/>	assure the casualty	заверять пораженного	<input checked="" type="checkbox"/>	circulation	циркуляция крови
<input checked="" type="checkbox"/>	back	спина	<input checked="" type="checkbox"/>	conscious casualty	пораженный в сознание
<input checked="" type="checkbox"/>	bandage	перевязка	<input checked="" type="checkbox"/>	contamination	заражение
<input checked="" type="checkbox"/>	belt	пояс	<input checked="" type="checkbox"/>	contaminate the dressing	заражать перевязку
			<input type="checkbox"/>		

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	contaminate the wound	заражать рану	<input checked="" type="checkbox"/>	heart massage	массаж сердца
<input checked="" type="checkbox"/>	determine	определять	<input checked="" type="checkbox"/>	heel of the hand	пятка руки
<input checked="" type="checkbox"/>	direct pressure	непосредственное давление	<input checked="" type="checkbox"/>	helmet	подшлемник
<input checked="" type="checkbox"/>	drain the wound	дренировать рану	<input checked="" type="checkbox"/>	increase	увеличивать
<input checked="" type="checkbox"/>	elbow	локоть	<input checked="" type="checkbox"/>	infant	младенец, ребёнок
<input checked="" type="checkbox"/>	elevate	поднимать	<input checked="" type="checkbox"/>	injury	поражение, травма
<input checked="" type="checkbox"/>	elevate the legs	поднять ногу	<input checked="" type="checkbox"/>	instructions	указания
<input checked="" type="checkbox"/>	examine the casualty	осматривать поражённого	<input checked="" type="checkbox"/>	irregular pulse	аритмичный пульс
<input checked="" type="checkbox"/>	expose the wound	обнаживать рану	<input checked="" type="checkbox"/>	knee	колени
<input type="checkbox"/>	false teeth	вставные зубы	<input checked="" type="checkbox"/>	kneel	становиться на колени
<input checked="" type="checkbox"/>	face	лицо	<input checked="" type="checkbox"/>	leg wound	ранение в ногу
<input checked="" type="checkbox"/>	fluids	жидкость	<input checked="" type="checkbox"/>	location	местоположение
<input checked="" type="checkbox"/>	forehead	лоб	<input checked="" type="checkbox"/>	loop of a sling	петля от рогатки
<input checked="" type="checkbox"/>	fracture	вызывать перелом	<input checked="" type="checkbox"/>	loosen tight clothing	ослаблять тесную одежду
<input checked="" type="checkbox"/>	grease pencil	жирный карандаш	<input checked="" type="checkbox"/>	loosen a tourniquet	ослаблять турникет
<input checked="" type="checkbox"/>	head	голова	<input checked="" type="checkbox"/>	quiet	
<input checked="" type="checkbox"/>	heart	сердце	<input checked="" type="checkbox"/>	lose consciousness	терять сознание
			<input checked="" type="checkbox"/>	medical personnel	медицинский личный состав

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X/	mouth	рот	/X/	resuscitative	оживляющие меры
/X/	mouth-to-mouth	дыхание рот в рот		measures	
	respiration			rib	ребро
/X/	mucus	слизь	/X/	shoulders	плечи
/X/	mud	грязь	/X/	simulated casualty	обусловленно пораженный
/X/	neck	шея	/X/	solid surface	твёрдая поверхность
/X/	no heartbeat	нет пульсации сердца	/X/	splint	лук
/X/	non-arterial	неартериальное кровоотечение	/X/	stomach	живот, желудок
/X/	open your mouth	раскройте рот	/X/	stop breathing	преостановить дыхание
	wide		/X/	stop the bleeding	прекратить кровоотечение
/X/	pack	вещевой мешок	/X/	strain on the heart	сердечное напряжение
/X/	patient	больной, заболевший	/X/	take a deep breath	сделать глубокий вдох
/X/	pressure dressing	нажимная перевязка	/X/	take to the doctor	повезти к доктору
/X/	protect the wound	защищать рану	/X/	tighten a tourniquet	затягивать турникет
/X/	protect the wound	предохранять рану		quiet	
/X/	release pressure	ослаблять давление	/X/	tilt back	поворачивать назад
/X/	reduce	сокращать	/X/	touch	соприкасаться
/X/	restore heartbeat	восстановить пульсацию сердца	/X/	tourniquet	турникет
/X/	restore breathing	восстановить дыхание	/X/	trained	профессиональный



[illegible]

# TSO Map

TSO 91B.SF / C.7.04 / RU

## RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

### PRIMARY DECISION FACTOR

☒ linear

☒ job criticality

☐ hierarchical

☐ dependent relationship

☐ solitary

☐ independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 91B.SF/C.7.04/RU

Technical Documents:

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<b>INTRODUCING THE DEMONSTRATION</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1	<b>SUPERVISING STUDENT PERFORMANCE</b> Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7
<b>PROVIDING EXPLANATION</b> Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2	<b>EVALUATING PERFORMANCE</b> Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7
<b>DEMONSTRATING</b> Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6	<b>PROVIDING GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7

## TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.05 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations

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FM 31-20 Special Forces Operational Techniques

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Task Analysis, 10th SFG. Ft. Devens

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Interview/Survey Data: DLI Work Unit 35114

## COMMUNICATIVE TASK

## COMPONENTS

## STATEMENT

Role	Instructor
Com Act	Demonstrates
Audience	Group/Individual
Topics	Emergency airway
Purpose	Training medics

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis how to create an emergency airway by: (1) describing the signs that indicate an emergency airway is needed, (2) describing the procedures for creating an emergency airway, and (3) demonstrating on a dummy the procedures for creating an emergency airway for the purpose of training medical specialists.

## CONDITIONS

PREPARATION TIME	PERFORMANCE TIME	Materials/Equipment	dummy, technical terms, acting as trainees
2 hours	20 min.	Materials/Equipment	dummy, and 1-5 persons
		dictionary, medical FM	acting as trainees

REGISTER	Print
<u>x</u> techno-jargon	technical
<u>  </u> formal	literary
<u>x</u> colloquial	informal

## MacroSTANDARDS

DESCRIPTION The student will describe the signs, the step-by-step procedures, and demonstrate on the dummy. The student will ask questions and provide corrective feedback for incorrect responses.

## LPM INDICES

Functions		Vocabulary	
x	1.0 Fact Info	—	military
—	2.0 Intelli Att	x	technical
—	3.0 Emo Att	—	other
x	4.0 Suaston	—	—
—	5.0 Soc Rit	—	—
—	6.0 Man Comm	—	—

See T.04



## TASK SCENARIO

## EMERGENCY AIRWAY

I. Establishing an emergency airway must be done efficiently and quickly. Respirations must be restarted within minutes to prevent brain damage or death.

II. Indications for emergency airways:

A. Respiratory obstruction often requires establishing an emergency airway.

1. This obstruction may be caused by foreign objects (food, trinkets), vomit, mucus, or water (from drowning). Swelling of vocal cords, injury to head or neck or swallowing the tongue may cause obstruction.

2. Signs and symptoms of airway obstruction:

a. Early stage signs and symptoms are difficulty in breathing,

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
аварийный дыхательный проход	аварийный дыхательный проход	2.8 obligation	This scenario begins with the content/context required for EO C.7-2.
дыхание	дыхание		The student will begin the lessons by gaining attention, motivating, and stating learning objectives according to EO C.7-1.
восстановить повреждение мозга или даже смерть	восстановить повреждение мозга или даже смерть		
указатели	указатели	1.1 identify 1.2 state factual information	
закупорка дыхательного прохода	закупорка дыхательного прохода		
инородные тела пище, сгустки	инородные тела пище, сгустки	2.9.1 possibility 1.2 state factual information	
рвота, слюна	рвота, слюна		
голосовые связки	голосовые связки		
ранение в голову или шею	ранение в голову или шею		
глотание языка	глотание языка		
признаки и симптомы закупорки дыхательного канала	признаки и симптомы закупорки дыхательного канала	1.1 identify 1.2 state factual information	
затруднённое дыхание	затруднённое дыхание		

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DEVELOPMENT AND EVALUATION ASSOCIATES INC SYRACUSE NY

F/G 5/9

METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)

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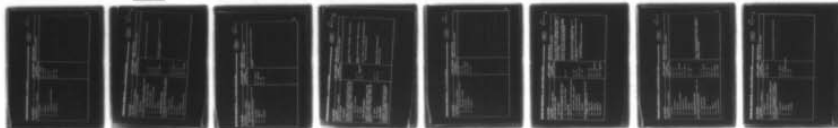
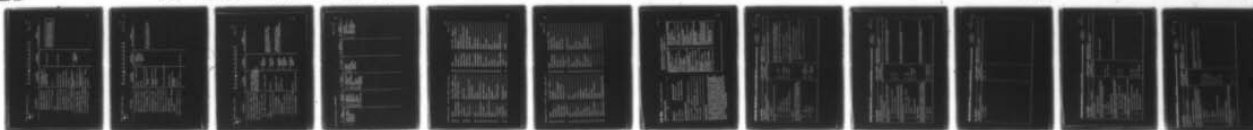
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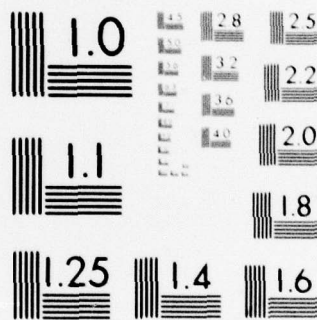
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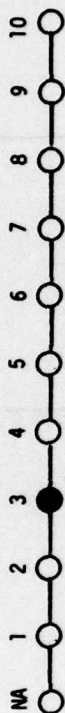


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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A





## TASK SCENARIO

KEY TERMS  
Vocabulary ItemsFUNCTIONS  
Major DescriptorsCOMMENTS  
Culture/References/Supplements

- rapid pulse, mild dizziness, bulging eyes, chest pain and facial mottling (bluish red) If partially obstructed, there may be some air escaping from the mouth.
- b. Complete obstruction may cause dusky-colored nail beds, bluish skin, dilated pupils, very irregular respirations or no respirations, sucking in of the chest muscles, or unconsciousness.
3. If the cause of the obstruction cannot be removed by manual means, specially designed tongs, Heimlich maneuver, or mouth-to-mouth respiration, a tracheotomy must be performed. A tracheotomy is the procedure of

быстрый пульс, лёгкое головокружение глаза навывкате, боль в грудной клетке испещрение лица

изо рта

полная закупорка

синеватая кожа

расширенные зрачки

неправильное дыхание

всасывание

мышцы грудной клетки  
гессознательность  
причина

удаление вручную

специально сконструиро-  
ванные щипцы  
дыхание рот в рот

трахеотомия  
сделана  
процедура

The student must be able to provide simple definitions of all medical terms, give examples and non-examples, and make comparisons when necessary.

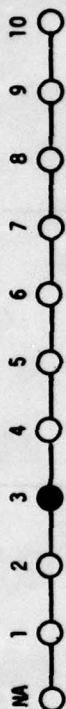
2.4.1 possibility

2.4.1 possibility

4.6 directions/  
instructions/  
commands







# TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>of emergency airway may be used to start artificial respiration. Drowning, electric shock, cardiac arrest, smoke inhalation, and drug or chemical poisoning may cause respirations to cease.</p> <p>1. There are many commercial airways. The most common is the Safar or "S" tube.</p> <p>2. Procedure for inserting "S" tube:</p> <p>a. The person is placed on his back with head tilted backward.</p> <p>b. The mouth is cleared of any foreign material.</p> <p>c. The "S" tube is inserted into the person's mouth, making sure the tongue is not pushed back.</p> <p>d. Now the tube can be used to institute artificial respiration.</p>	<p>искусственное дыхание, "утопление", электрический шок, внезапное приостановление сердечных функций, ингаляция дыма, медикаментозное или химическое отравление</p> <p>1.1 identify 1.2 state factual information</p> <p>4.6 directions/instructions/commands</p> <p>4.6 directions/instructions/commands</p> <p>4.6 directions/instructions/commands</p> <p>4.6 directions/instructions/commands</p>	<p>The student will demonstrate the procedures for inserting and "S" tube according to the communicative requirements in EO C.7-3.</p> <p>To adequately perform the TSO, the student will demonstrate his mastery of EO C.7-4 "Supervising Student Performance," and EO C.7-5 "Evaluating Performance."</p>



## LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communications 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X/	airway obstruction	закупорка дыхательного канала	/X/	drug poisoning	медикаментозное отравление
/X/	artificial respiration	искусственное дыхание	/X/	effective	эффективный
/X/	bluish skin	синеватая кожа	/X/	electric shock	электрический шок
/X/	brain	мозг	/X/	emergency airway	аварийный дыхательный проход
/X/	cardiac arrest	внезапное приостановление сердечных функций	/X/	emergency kit	пакет первой необходимости
/X/	cause	причина	/X/	facial mottling	испечение лица
/X/	cease	прекратить	/X/	food	пища
/X/	chemical poisoning	химическое отравление	/X/	foreign material	инородное тело
/X/	chest muscles	мышцы грудной клетки	/X/	foreign objects	инородные тела
/X/	clear	очистить	/X/	from the mouth	изо рта
/X/	complete obstruction	полная закупорка	/X/	head	голова
/X/	damage	повреждение	/X/	hollow tube	пустая трубка
/X/	death	смерть	/X/	larynx	гортань
/X/	difficulty in breathing	затруднённое дыхание	/X/	incision	разрез
/X/	dilated pupils	расширенные зрачки	/X/	indicator	указатель
/X/	drowning	"утопление"	/X/	injury	ранение
			/X/	irregular respiration	нерегулярное дыхание
				tions	
			/X/	insert	вставить



Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	inserting	встаивание	<input checked="" type="checkbox"/>	smoke inhalation	ингаляция дыма
<input checked="" type="checkbox"/>	institute	применить	<input checked="" type="checkbox"/>	"S"-shaped tube	S-образная трубка
<input checked="" type="checkbox"/>	mild dizziness	лёгкое головокружение	<input checked="" type="checkbox"/>	sucking in	всасывание
<input checked="" type="checkbox"/>	medical help	медицинская помощь	<input checked="" type="checkbox"/>	surgically	хирургически
<input checked="" type="checkbox"/>	mouth-to-mouth	дыхание рот в рот	<input checked="" type="checkbox"/>	swallowing the	глотание языка
	respiration			tongue	
<input checked="" type="checkbox"/>	mucus	слизь	<input checked="" type="checkbox"/>	tilt backward	наклонять назад
<input checked="" type="checkbox"/>	neck	шея	<input checked="" type="checkbox"/>	tonys	шипцы
<input checked="" type="checkbox"/>	object	предмет	<input checked="" type="checkbox"/>	trachea	трахея
<input checked="" type="checkbox"/>	obstruction	закупорка	<input checked="" type="checkbox"/>	tracheotomy	трахеотомия
<input checked="" type="checkbox"/>	prevent	предотвратить	<input checked="" type="checkbox"/>	trinkets	безделушки
<input checked="" type="checkbox"/>	procedure	процедура	<input checked="" type="checkbox"/>	trocac	троакар
<input checked="" type="checkbox"/>	rapid pulse	быстрый пульс	<input checked="" type="checkbox"/>	unconsciousness	бессознательность
<input checked="" type="checkbox"/>	respirations	дыхание	<input checked="" type="checkbox"/>	vocal cords	голосовые связки
<input checked="" type="checkbox"/>	restart	восстановить	<input checked="" type="checkbox"/>	vomitus	рвота
<input checked="" type="checkbox"/>	signs and symptoms	признаки и симптомы	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	shallow	мелкий	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	sharp	острая	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	skilled professional	квалифицированный специалист	<input type="checkbox"/>		



# TSO Map

TSO 91B.SF / C.7.05 / RU

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

### PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.05/RU: T.04

Technical Documents:

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<b>INTRODUCING THE DEMONSTRATION</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1	<b>SUPERVISING STUDENT PERFORMANCE</b> Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7
<b>PROVIDING EXPLANATION</b> Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2	<b>EVALUATING PERFORMANCE</b> Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7
<b>DEMONSTRATING</b> Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6	<b>PROVIDING GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommends; caution 3.2.1/4.1/4.2/4.5/4.7

RUSSIAN

**ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION****SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<b>INTRODUCING THE DEMONSTRATION</b>  <b>A. <u>Gain attention</u></b> The student will gain attention using the following functions: 6.1.1 interrupt 5.5.1 introduce oneself 3.7 express intention 6.2 sequence communication 6.3 refocus or adjust communication  <b>B. <u>Motivate</u></b> The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions: 2.6 need 2.8 obligation 3.10.1 importance 4.1 suggest	6.1.1: 1/4/6 5.5.1: 3.7: 2/3/4/5/6/8 6.2: 1/2/3/5/6 6.3: 2/4/7/8          2.6: 1/2/3/4/7 2.8: 2/3/4/5/7/9/10/11 3.10.1: 1-7 4.1: 2/4/5/6/7/10 2/4-7/10	<b>SALUTATION/INTRODUCTION - INCLUDE JOB TITLE</b>  The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.  The student must have command of a number of stock phrases such as: "May I have your attention, please." "If everyone is ready, let's get started." The student will employ with automatic fluency such instructional introductions as: "The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given _____, you should be able to _____."



# **ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION**

E.01

Page 2 of 3

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>C. State learning objectives</b></p> <p>The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p>	<p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>1.3: 1-5</p>	<p>The student must be able to verbally state learning objectives in action hands-on terms in the target language.</p>
<p><b>D. Provide overview of activities and/or procedures</b></p> <p>The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>3.7 intention</p> <p>6.2 sequence communication</p>	<p>1.1: 1/16</p> <p>1.2: 1/2</p> <p>3.7: 2/3/4/5/6/8</p> <p>6.2: 1/2/3/5/6</p>	<p>This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.</p>
<p><b>E. Explain evaluation</b></p> <p>The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner.</p> <p>2.8 obligation</p> <p>2.5.1 capability</p>	<p>2.8: 2/3/4/5/7/9/10/11</p> <p>2.5.1: 1/2/3-8/10-12</p>	<p>The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.</p>

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**ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-9	
3.10.1 importance	3.10.1: 1-7	

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>PROVIDING EXPLANATION</b></p> <p>A. <u>Issue warnings and cautions</u></p> <p>The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions:</p> <p>4.5 warnings</p> <p>2.4.1 possibility</p> <p>B. <u>Identify parts and label them</u></p> <p>The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>C. <u>Identify steps in a procedure</u></p> <p>The student will list in order the steps in the procedure to be learned using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>4.6 directions/instructions/commands</p> <p>6.2 sequence communication</p>	<p>4.5: 2-10</p> <p>2.4.1: 2/3/7/8</p> <p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>4.6: 1-5</p> <p>6.2: 1/2/3/5/6/7</p>	<p>Safety is a required procedure.</p> <p>Training aids, labeled diagrams are often most helpful here.</p>

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**ENABLING OBJECTIVE C.7-3 DEMONSTRATING**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>DEMONSTRATING</b></p> <p><b>A. Make comments on modeled actions</b></p> <p>During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:</p> <ul style="list-style-type: none"> <li>2.3.1 remembering</li> <li>2.3.2 forgetting</li> <li>2.6 need</li> <li>3.10.1 importance</li> <li>4.5 warnings</li> <li>4.6 directions/instructions/commands</li> <li>2.4.1 possibility</li> <li>2.4.2 impossibility</li> </ul> <p><b>B. Make comments on the procedures</b></p> <p>The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:</p> <ul style="list-style-type: none"> <li>2.3.1 remembering</li> </ul>	<ul style="list-style-type: none"> <li>2.3.1: 1-11</li> <li>2.3.2: 1-6/9/10</li> <li>2.6: 1/2/3/4/7</li> <li>3.10.1: 1-7</li> <li>4.5: 2-10</li> <li>4.6: 1-5</li> <li>2.4.1: 1-13</li> <li>2.4.2: 1-10</li> <li>2.3.1: 1-11</li> </ul>	<p>Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions.</p> <p>Often the explanation and demonstration can be combined as one activity.</p>



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**ENABLING OBJECTIVE C.7-3 DEMONSTRATING**

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1-6/9/10	
2.6 need	2.6: 1/2/3/4/7	
3.10.1 importance	3.10.1: 1-7	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p><b>MacroSTANDARDS</b> Communicative Activity "DEMONSTRATES"</p> <p><b>SUPERVISING STUDENT PERFORMANCE</b></p> <p><b>A. Answer questions</b></p> <p>The student will answer questions requesting information, clarification, or guidance by using functions:</p> <ul style="list-style-type: none"> <li>1.1 identify objects, persons, processes</li> <li>1.2 state factual information</li> <li>4.6 directions/instructions/commands</li> <li>4.4 advice</li> <li>4.7 corrections</li> </ul> <p><b>B. Acknowledge emotional attitudes</b></p> <p>The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:</p> <ul style="list-style-type: none"> <li>3.1.1 pleasure/liking</li> <li>3.1.2 displeasure/dislike</li> <li>3.3.1 fear</li> <li>3.3.2 worry</li> <li>3.10.1 importance</li> <li>3.10.2 unimportance/indifference</li> </ul>	<p><b>MicroSTANDARDS</b> (Functional Elements)</p> <ul style="list-style-type: none"> <li>1.1: 1-16</li> <li>1.2: 1/2</li> <li>4.6: 1-5</li> <li>4.4: 3-13</li> <li>4.7: 2-6/9/10</li> <li>3.1.1: 3-7</li> <li>3.1.2: 1/5-8/11</li> <li>3.3.1: 1-6</li> <li>3.3.2: 1-7</li> <li>3.10.1: 3-7</li> <li>3.10.2: 1/4/5/6/8</li> </ul>	<p>Be sure to allot plenty of time for student practice.</p> <p>A checklist or step-by-step chart is a useful instructor tool during supervision.</p>

**ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE**

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MACROSTANDARDS Communicative Activity "DEMONSTRATES"	MICROSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>C. <u>Provide supportive correction</u></p> <p>The student will make supportive corrections of learners' performance of the task using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggestions</p> <p>4.4 advice</p> <p>4.7 corrections</p>	<p>3.2.1: 5-9/11-13</p> <p>4.1: 2/4/5/6/7/10</p> <p>4.4: 3-13</p> <p>4.7: 1-10</p>	<p>It is important to correct the learner in ways that build confidence.</p>



SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>EVALUATING PERFORMANCE</b></p> <p><b>A. Ask questions</b></p> <p>The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:</p> <p>1.3 seek factual information</p> <p>2.5.1 capability</p> <p>2.11 awareness</p> <p><b>B. Express approval/disapproval</b></p> <p>The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:</p> <p>3.9.1 approval</p> <p>3.9.2 disapproval</p> <p><b>C. Provide assessment</b></p> <p>The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:</p>	<p>1.3: 1-5</p> <p>2.5.1: 1-4/6/7/8/10/11/12</p> <p>2.11: 2</p> <p>3.9.1: 1-5</p> <p>3.9.2: 1-4</p>	<p>Require the student work independently. Use an evaluation checklist.</p> <p>Remember! Student performance is a measure of validity of instruction.</p> <p>Usually instructor will ask student about error made such as:</p> <p>"What function does that part have?"</p> <p>Review basic content and essential steps.</p> <p>Remotivate the learner.</p>

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**ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
1.1 identify objects, persons, processes 1.2 state factual information 3.2.1 satisfaction 3.2.2 dissatisfaction 4.7 corrections	1.1: 1-16 1.2: 1/2 3.2.1: 5-9/11-13 3.2.2: 1/2/4-8 4.7: 1-10	



"It is possible that..."  
 "We found it can be done for the following reasons."



**ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE**

X-111

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
	MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	
C. <u>Acknowledge emotional attitudes</u> The student will acknowledge emotional attitudes on the part of questioners using functions:	2.12.2 ease	2.12.2: 1-8	This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
	2.13 belief/opinion	2.13: 1-12	
	3.10.1 importance	3.10.1: 1-7	
	3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
	3.1.1 pleasure/liking	3.1.1: 3-7	
	3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
	3.6 preference	3.6: 1-5/8	
	4.7 corrections	4.7: 1-10	
	3.1.1 pleasuring/liking	3.1.1: 3-7	
	3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
	3.3.1 fear	3.3.1: 1-6	
	3.3.2 worry	3.3.2: 1-7	
	3.5 surprise	3.5: 2-11	
	3.2.1 satisfaction	3.2.1: 5-9/11/13	
	3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

## ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

## RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p>D. <u>Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.5 warnings</p> <p>4.7 corrections</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>3.10.1: 1-7</p> <p>3.10.2: 1/4/5/6/8</p> <p>3.2.1: 5-9/11-13</p> <p>4.1: 2/4-7/10</p> <p>4.2: 2/3/5/6/8/10-12/14/15</p> <p>4.5: 2-10</p> <p>4.7: 1-10</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This is also an area where human skills play a large part.</p>